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ABSTRACT

Michigan lawmakers funded a competitive grant program for school districts to plan and implement extended school year (ESY) programs of 200 days. The primary purpose was to raise academic achievement. In the spring of 1992, 16 diverse school districts were awarded ESY planning grants. Continuation grants funded 2 ESY implementation years, for plans of 195 or 190 student instruction days with 5 or 10 staff development days. Fifteen of the original districts continued implementation into the second year, and these programs were evaluated using program documentation, local district evaluations, administrative interviews, and surveys of about 2,500 ESY participants (students, parents, teachers, administrators, and other school personnel). Approximately 13,000 students participated in ESY programs, whether summer programs, extensions of the traditional school year, or year round education programs. After 2 years of implementation, ESY participants vary greatly in their perceptions of the program. In the most effective programs, all stakeholders report learning to be greater, and retention of skills over the summer to be improved. When ESY has not been successful, neither of these outcomes has been observed. The most positive results were found in the year round education programs, while programs extending the traditional calendar year were least successful. ESY programs were most successful when integrated into a broader plan for school improvement. Mandatory participation yields less favorable results than choice of the program. Appendixes presents district demographics and program features, survey instruments, and technical notes. (Contains 10 tables, 14 tables in an appendix, 28 figures, and 32 references.) (SLD)

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INCREASING TIME TO INCREASE LEARNING

MICHIGAN EXTENDED SCHOOL YEAR PROGRAMS

1992-1995

An Evaluation of a State Grant Initiative

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January 1996

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MICHIGAN EXTENDED SCHOOL YEAR PROGRAMS

An Evaluation of a State Grant Initiative

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MICHIGAN EXTENDED SCHOOL YEAR PROGRAMS: AN EVALUATION OF A STATE GRANT INITIATIVE

Executive Summary

by

Susan F. Axelrad-Lentz, Ph.D.

February, 1996

Background

Michigan lawmakers funded a competitive grant program for school districts to plan and implement Extended School Year (ESY) programs of 200 days. The primary purpose was to raise academic achievement. In the spring of 1992, sixteen diverse public school districts were awarded ESY planning grants.

Over the following two years, continuation grants funded two ESY implementation years. Two options for implementation were available, one providing a minimum of 195 pupil instruction days and 5 added staff development days and the other providing 190 student days with 10 added staff development days.

The Michigan Department of Education coordinated regular networking meetings with representatives from district ESY programs. At the conclusion of the first implementation year, district representatives volunteered to participate in a statewide evaluation of the grant program. As Michigan "pioneers" in extending the school year, they judged that they had much to share with others considering this school improvement strategy.

Fifteen of the original sixteen districts continued ESY implementation in the second year, during which time evaluation data was collected. Programs were analyzed from program documentation, local district evaluations, administrative interviews and extensive survey research. The full report provides discussion of critical issues, as well as program results.

Program Description

Approximately 13,000 students participated in second year ESY programs across Michigan. The programs varied widely in terms of scheduling, student enrollment, staffing, curriculum and instruction, etc. In general, however, none of the programs was intended to offer "more of the same". The grant application required connections of ESY to school reform efforts. Instructional ESY activities were generally more experiential, cooperative, and interdisciplinary. In many districts, ESY days were considered opportunities to practice new teaching techniques, with carry-over anticipated to the full instructional year.

Three broad categories of programs, defined by the ESY schedule, were identified: summer programs, programs extending the traditional school calendar, and year round education (YRE) programs.

1. Summer programs offered ten to fifteen additional days during the summer, and students could choose to enroll in these programs. Most typically, separate classes were offered, although some programs tied activities together through themes. Unlike traditional summer school, ESY programs offered opportunities for enrichment and extended study, as opposed to remedial or accelerated work, and instruction was more hands on. Summer programs were staffed by district personnel, supplemented by teachers from outside the district.
2. Programs which extended the traditional calendar generally added days to the start and/or end of the school year. These were mandatory for all students enrolled in ESY schools. By contractual agreement in one district, the regular teaching staff taught the extended days; in other districts, classroom teachers had the option of taking unpaid leave, with extended days taught by other teachers. Curriculum changes varied, with some schools/teachers integrating added time into the regular program and others identifying special ESY weeks for extended study or enrichment.
3. Year round pilot schools restructured the full school calendar to offer periodic breaks, known as intersessions, throughout the year. Michigan YRE schools typically provided sessions of 40-45 days followed by two-week intersessions. The extended days were offered either through optional intersession weeks or through additional required calendar days. Staffing varied, ranging from full staffing by contractual teachers to full staffing from outside the district. Intersessions focused on enrichment topics.

Program Results

Two years after ESY implementation began, participants vary greatly in their perceptions of the value of the program. In the most effective programs, teachers, parents, and students report student learning to be greater in the extended year, as compared to a 180-day year. Retention of skills over the summer break has improved, and students have more positive attitudes towards learning and themselves as learners. Teachers experience greater pleasure in teaching, are more open to change, collaborate with other teachers and use innovative teaching strategies more frequently. Community support and involvement in the schools is stronger.

Where ESY has NOT been successful, however, there has been no improvement observed in student academic achievement, nor in retention of skills over the summer. By the end of the school year, both teachers and students are less interested in teaching and learning. Absenteeism and discipline problems are slightly higher. There is general resentment throughout the educational community towards the extra time in school.

The survey research collected data from approximately 2000 ESY program participants in 12 school districts. Groups of parents, teachers, support staff members, students, executive administrators and school board members were included. While there is considerable variance in observed results, there is tremendous consistency across the groups in the factors which relate to positive results.

Key Factors in ESY success

- The ESY schedule is important to program success. The most positive results are consistently found in year round education programs. Participants in programs extending the traditional calendar consistently report the least favorable results. Summer programs generally fall between these.
- An ESY program is most effective when integrated into a broader plan for improving schools. The strongest predictor of various measures of program success is a clear relationship between the ESY program and the school improvement plan.
- It is essential that participants "buy in" to the potential benefits of an extended school year. When participants value extending the year and believe it to be necessary, the results are more positive.
- Broad based participation in ESY planning and decision making is vital to program success. When participants have ongoing opportunities for input, results are more favorable.
- How the extra time is used is critical. Use of the time for teaching and learning which involves application of knowledge through active, cooperative problem solving consistently relates to positive student, teacher, and family results. Instruction which links subject areas meaningfully and which ties school learning to "real world" issues is more effective. Use of technology relates to success.
- Choice is a factor in perceived results. Mandatory participation yields less positive results.
- A close home-school relationship supports positive educational outcomes. Schools in which parents feel welcome and which communicate regularly and involve parents in planning and evaluation have more positive results.
- Physical comfort is a basic requirement. Some level of climate control is needed if schools are to remain open through summer weeks.

- Staff development is essential to changing classroom practices. Staff development which is ongoing, relevant, and collaborative results in increased use of teaching practices associated with learning, as well as positive attitudes towards continuous learning.

Conclusions

Much is known from literature on time-on-task about the relationship between time and learning. The amount of time scheduled in school is only the broadest parameter. Some of that time is lost to non-instructional activities. Instructional time is not all productive learning time for all students. Learning occurs when students are *engaged* in instructional activities - attentive and putting forth effort - and experiencing success.

The evaluation results can be viewed within this context. *It is the extension of productive learning time, not just scheduled time, that will improve student achievement.* When staff and families value extended time, they use time well for instruction and their behaviors support student engagement. Certain ESY schedules and physical conditions are most conducive to student and teacher engagement in teaching and learning. Instructional practices which actively involve students in discovery, creation, and problem solving are most engaging, and authentic, cooperative activities maximize student success.

The results are consistent with the literature on systemic change. The parts of the whole must work in concert to attain district objectives. ESY, as one part of the total school program, must be consistent with the focus articulated in an overall school improvement plan. Professional development to enhance the capacity for the desired changes must be provided. Participants throughout the educational system must share a commitment to the program purpose and must work collaboratively to plan the program best meeting community needs. Communication and coordination are key principles.

There is strong evidence that using more time to cover more curriculum content will not be effective. Using time to provide multiple and varied opportunities to learn essential skills will improve academic outcomes. Greater *depth*, not breath, of coverage develops understanding. Taking time to allow more student-initiated and less teacher-directed instruction builds the analytic and problem solving skills needed to meet the challenges of the future.

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Chapter I
INTRODUCTION

Michigan's Extended School Year (ESY) program was funded for three years, from 1991-92 through 1993-94, for the primary purpose of improving student achievement. A competitive grant program, Section 101a of the State Aid Act, was authorized to provide funds to local school districts for planning and implementation of a 200 day Extended School Year Program. The language of the legislative initiative required applicants to extend the school year:

> "to at least 990 class hours and 200 days, of which not less than 195 are pupil instruction days, for pupils in all o r a subset of grades 1 to 12. An application for an implementation grant may be submitted for a proposal that extends the school year for 1 or more classrooms, 1 or more grade levels, 1 or more school buildings, the entire school district, or for students who are at risk of not achieving academic outcomes for an age-appropriate grade level."

Planning grants were funded in the amount of $25,000 to $35,000, based on district enrollment. Implementation was generally funded in the amount of $250 per student. If the entire district was involved, the grant allowed $285 per student.

In the spring of 1992, 16 Michigan public school districts were awarded planning grants from 1991-92 state funds. Carry-over was granted that summer, allowing use of funds in the 1992-93 school year. In 1992-93, legislators approved a second year of Section 101A allocations, and the original 16 districts applied for and were awarded implementation grants.

A third and final year of Section 101a grants was allocated in 1993-94. One of the 16 districts chose to discontinue their Extended School Year program and did not reapply. The remaining 15 districts moved ahead with the second year of implementation.

From the outset, the Michigan Department of Education (MDE) stressed change. The context in which Section 101a was passed was one of extensive school improvement legislative action. Major revisions were being made to state curriculum and to state criterion referenced tests, the Michigan Educational Assessment Program (MEAP), in reading, math, and science. Public Act 25 was passed in 1990 requiring public schools to develop comprehensive school improvement plans and annual school reports to the community.

The perception in the state, and across the nation, was that education was failing to produce desired results. The intent in extending the school year was not to add "more of the same". Action plans submitted to the Michigan Department of Education required linkage of Section 101a ESY plans to state and national reform efforts, as well as to other local school improvement initiatives.

In December, 1993, Michigan legislators passed legislation requiring added school days for all public schools. School districts were to increase the minimum hours of pupil instruction from 900 in 1994-95 to 990 in 1995-96 and 1996-97, 1035 in 1997-98 and 1998-99, and 1080 in 1999-2000 and thereafter. School boards were encouraged to extend the days of instruction by two each year, with 210 days expected in 2009-2010.

The initial 15 Section 101a school districts considered themselves pilots for this school improvement effort, **pioneers** in the extension of the school year in Michigan. The Michigan Department of Education, in administering the grant program, held regular meetings for representatives from participating districts. The representative group had worked together for two years, sharing successes and strategies for meeting challenges.

Despite varying program designs, a common need was felt across districts to showcase positive results, as well as document the complex issues arising when the school year is extended. The belief was strongly held by district representatives that their experiences could serve to inform decision making about future extended year programs. The desire to collaborate in disseminating information culminated in the statewide evaluation reported in this document.

Acknowledgments

Fourteen of 15 original Extended School Year grant recipients participated in the state-wide evaluation. Evaluation contact persons from each of the participating districts assisted the evaluation project by providing the evaluator with documentation, coordinating the survey data collection in their districts, and arranging on-site interviews. Throughout the project, contact persons offered valued input and program insights. These individuals, deserving recognition, are:

District	Evaluation Contact Person
Big Rapids	Holly Eads, ESY Director
Central Montcalm	Becky West, ESY Coordinator
Dryden	Rebecca Cutler, Elementary teacher
Fennville	Robert Hickman, Superintendent
Ferndale	Ro Schilke, Principal
Goodrich	Brian Walton, Director, Director, Special Services
Grand Rapids	Cynthia Clingman, Assessment Specialist
Holt	Dean Manikas, Assistant Principal
Huron Valley	Barbara Kokoszka, ESY Coordinator
Lakeview	Cindy Ruble, Director of Curriculum
Palo	Rosemary Reams, Superintendent Karen Van Vilet, Project Director
Pontiac	Donald McQuarrie, Principal Donald Robinson, Principal
Waterford	Catherine Herzog, Director of Instructional Services Robert Hutchinson, Principal
Wayland-Union	Jody Pratt, Principal Thomas Tarnutzer, Assistant Superintendent

Their commitment to the Extended School Year program was evident and their support of the evaluation greatly appreciated.

In addition to district contact persons, consultants at the state level were consistently supportive of the evaluation, providing time, documentation, and input. Gratitude is expressed to Linda Forward and Ellen Cassidy.

Francine Smithson, formerly with the Michigan Department of Education, was consultant to the Michigan Section 101a Extended School Year grant program for three years. She lay the groundwork for the evaluation project. Her establishment of the ESY support and her enthusiasm for ESY programs contributed to the bottom up decision of participating districts to evaluate the Michigan program. Her input to the evaluation was invaluable.

Cheryl Fortin, Michigan Department of Education secretary to the ESY project, maintained a cheerful disposition despite frequent telephone requests. She has my thanks. Lily Webb and Barbara Whitaker provided competent and friendly secretarial support to the evaluation and are gratefully acknowledged.

Thomas Tarnutzer and Wayland-Union Schools staff competently and efficiently handled all fiscal matters. Edwina Borovich provided a final edit. She deserves none of the blame for anything which remains unclear and much credit for helping to clarify.

Finally, a huge debt of gratitude is owed the large numbers of students, parents, teachers, support staff members, administrators, and local board members who completed comprehensive surveys. Their contribution of time and willingness to share their experiences and insights have provided valuable input to future ESY projects.

Chapter 2
REVIEW OF THE LITERATURE

The eighties saw increasing national concern about the strength and competitiveness of the economy and, by extension, the education of young people preparing to enter the job market. Multi-national achievement comparisons conducted by the International Association for the Evaluation of Educational Achievement (IEA) found American youngsters to rank relatively low in achievement. The fact that greater percentages of Americans, with consequent greater variance in abilities, are being educated is sometimes suggested to explain mean achievement differences. However, analyses have shown even the top one percent of American students rank below the top one percent in other countries (Barrett, 1990).

International comparisons of the number of school days in various countries revealed great disparity, with the United States near the bottom (see Table 1).

Table 1

Comparisons of the Length of the School Year in Industrialized Nations*

Country	Number of school days
Japan	243 days
Germany	240 days
Austria	216 days
Greece	215 days
Italy	215 days
Luxembourg	215 days
Denmark	200 days
Netherlands	195 days
Switzerland	195 days
England	190 days
Finland	190 days
France	185 days
Norway	185 days
Ireland	180 days
Sweden	180 days
United States	180 days

*World Confederation of Organizations of the Teaching Professions, Detroit News, 7-9-95.

Simple counts of school days are not strictly comparable. The types of activities included during the day must be taken into account and classroom *instructional time* compared more exactly. Numerous detailed analyses, however, have shown many students across the world to spend more time in classrooms than do those in the United States (Barrett, 1990).

In its 1983 report, "A Nation At Risk", the National Commission on Excellence in Education recommended that school districts and state legislatures consider increasing instructional time by implementing a seven-hour day and a 200 to 220 day school year. Also in that year, a Task Force on Education for Economic Growth urged all states to "increase both the duration and intensity of academic learning time".

Recommendations regarding length of the school year have been generally ignored over the ensuing decade. What is noteworthy in reviewing the literature regarding extending the school year is the vehemence of the proponents and opponents.

Public Sentiment

There has generally been strong public sentiment against lengthening the school year. Off and on since 1949, the Gallup organization has polled the American public on their attitudes toward a longer school year. Great majorities have opposed the idea (Barrett, 1990). In the eighties, Gallup changed the question to include comparative information about the amount of time students in other nations spend in school. The gap between those for and against narrowed, and in 1991, for the first time, a majority (51%) of the American public favored extending the school year (Miller, 1991).

Public sentiment against a longer school year is based primarily on parents' perception that summer is a special time for young people, a time to be with families and do the things, such as attending summer camp or earning money, which help them develop in non-academic ways. Community members argue that children need a chance to play.

Proponents of a longer school year, believe these community ideas are nostalgic, reflecting "an idealized image of childhood which does not correspond to the down-to-earth, day-to-day summer experience of even middle class kids" (Barrett, 1990). A longer school year is needed, they maintain, partly because summers too often are not a time of enrichment and family togetherness. Today, both parents are more likely to be working and students left playing in unsupervised, unstructured environments for much of the summer.

Proponents of an ESY frequently point out that the long summer vacation is a relic of the past, when children were needed to tend the crops in an agrarian society. Dr. Charles Ballinger (1988), Executive Director of the National Association for Year Round Education (NAYRE), writes, "Originally it (the calendar) had a strong purpose to enhance the prevailing agricultural economy of the late 19th and early 20th century. It was not designed to enhance instruction then, and it does not do so now." While summer vacation is still considered important, many argue that ten to twelve weeks are excessive and unnecessary. Four to six weeks would be sufficient.

Teacher Support

To build public support, it is essential to have teacher support (Sardo-Brown and Rooney, 1992). Teacher unions have, however, largely been wary of the idea. Albert Shanker, president of the American Federation of Teachers, has opposed the longer school year, arguing that "giving students more of the same is unlikely to solve our educational problems" (in Rasberry, 1992). He points to enormous costs involved in salary and capital outlays and urges better use of technology and new teaching methods and materials, rather than "keeping students in their seats a couple of extra months".

Gary Watts, senior director of the National Education Association's (NEA) Center for Information, maintains that "restructuring is more important... than adding time" (in Rasberry, 1992). The NEA in 1987 reported an "inescapable conclusion that given the way schools currently use time, an increase in school days... is not enough to reach defined achievement goals in most schools" (NEA, October, 1987).

More recently, the NEA has focused on union concerns and issues should a district consider extending the calendar (NEA, 1991). Resolution F-14 requires that local affiliates "participate fully in the design, authorization, implementation, evaluation, and continuation of summer schools, extended school years, and year round schools. The resolution further stresses that programs be in accordance with the Association's principles for professional salaries and class size and that participation must be voluntary.

In 1993, the Michigan Education Association (MEA) published its document, "Extending the School Year and Alternative School Calendars". While consistently maintaining a belief that a district would do better to examine the current use of instructional time rather than add time, they caution that districts complete adequate needs assessment, community support assessment, and cost-benefit analyses. In addition, they address concerns regarding compensation and the impact on salary schedule advancement, retirement, working conditions, and summer professional development credits.

Extended School Year Schedules Defined

Various models for extending the school year have been proposed and implemented. These can loosely be grouped into three categories:

1) **Summer Programs.** Summer school type programs extend the number of school days beyond the traditional 180 by adding days during the summer months. Unlike traditional summer school programs, these instructional days need not be for the purpose of remediating failure or acceleration.

2) **Extended School Years.** The traditional school calendar is lengthened beyond180 days. Days might be added before the start and/or after the traditional close of school.

3) **Year Round Schools.** Year Round Education (YRE) programs do not necessarily add days to the calendar. The school calendar is restructured to extend over the calendar year. The long summer break is replaced by more frequent short breaks (intersessions) scheduled during the year. The configuration of days and intersessions can vary. Additional instructional days might be offered during the intersession breaks.

Time and Learning

The relationship of time to learning is in fact very complex. Research over the past two decades suggests that academic achievement can be improved by increasing "time given to instruction" (Hazelton, 1992), but time scheduled in school cannot be equated to instructional time. Research shows that up to 50% of allocated time is lost to interruptions, transitions, classroom management, etc. In addition, while 180 school days may be mandated by law, individual students spend varying amount of time in school as a result of varying attendance patterns.

Even the measurement of time devoted to instruction does not equate to productive learning time for individual students. In "time on task" research, time is broken down into "scheduled time", "instructional time" and "engaged time". Engaged time is instructional time in which the student is actually attentive, engaged, and putting forth effort. Karweit (1988) reports students are engaged only 50-75 percent of the time allocated to instruction, with wide variance among students. Rossmiller (1983) showed that a typical school year of 1,080 total hours might results in as few as 364 hours of engaged time on task.

It is a portion of engaged time, known as productive learning time, in which learning is highest. Much of the knowledge of productive learning comes from the California Beginning Teacher Evaluation Study (BTES) completed by Fisher et. al. in 1980. Student learning was found to correlate not only with the amount of time allocated to instruction and student engagement in the task, but also with the degree of high success in the activity. The BTES focused on the relationship of teacher behavior to student learning. Productive learning positively correlated with teacher accuracy in diagnosing student skill levels, selection of appropriate learning tasks, and the amount of teacher-student interaction. These factors clearly relate to the ability of the teacher to enhance the likelihood of student success.

The importance of teacher behavior and teacher-student interaction to student learning have been stressed by numerous educational researchers (e.g. Quatarola, 1984; Brophy, 1992). Brophy, consistent with other more recent educational reformers, expands the role of the students in their own learning. He writes,

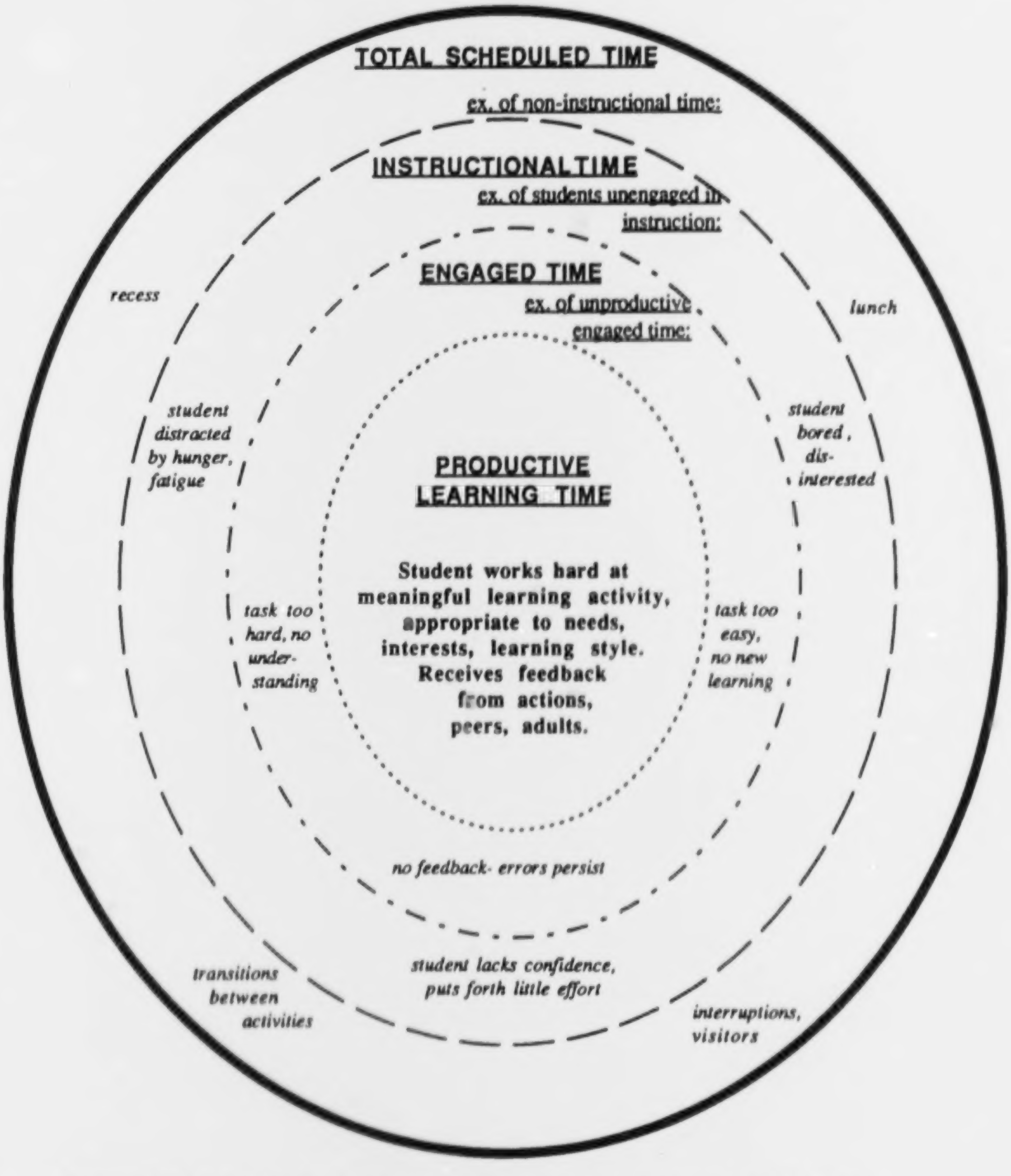
> "Current research, while building on findings indicating the vital role teachers play in stimulating student learning, also focuses on the role of the student.... Students develop new knowledge through a process of active construction... to achieve true understanding, they need to develop and integrate a network of associations linking new input to preexisting knowledge and beliefs anchored in concrete experience (p. 5)."

The Virginia Department of Education (1992) adds the concept of "needed time" to the discussion. *Needed time* takes into account individual differences in aptitude, ability, interest, prior experience, and developmental level. "One size fits all" instruction cannot be productive for all students. Needed time is related to the literature on the importance of success in the instructional activity.

The model of productive learning time which emerges from the time on task literature is depicted in Figure 1.

Figure 1

Conceptual Model of Time in School: Samples of Factors Limiting Time Spent in Productive Learning


TOTAL SCHEDULED TIME
ex. of non-instructional time:
INSTRUCTIONAL TIME
ex. of students unengaged in instruction:
ENGAGED TIME
ex. of unproductive engaged time:
PRODUCTIVE LEARNING TIME
Student works hard at meaningful learning activity, appropriate to needs, interests, learning style. Receives feedback from actions, peers, adults.
recess
lunch
student distracted by hunger, fatigue
student bored, dis-interested
task too hard, no under-standing
task too easy, no new learning
no feedback- errors persist
student lacks confidence, puts forth little effort
transitions between activities
interruptions, visitors

* Conceptual Model. There is no attempt to depict relative percentages of time.

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Sufficient scheduled time is a basic parameter. Scheduled time can be broken down into scheduled time devoted to instruction and scheduled time spent in other activities outside of instruction. Instructional time can be broken down into time in which students are engaged and time students are disengaged. The extent of students' engagement in instructional activities depends on the quality of both the school and home environments and individual student differences in achievement, motivation, self confidence, etc. Productive learning time is that portion of engaged time in which students experience success and learning is high.

Educators arguing against lengthening the school year prefer to focus on improving the quality of instructional time, rather than the extending the quantity of scheduled time in order to increase productive learning time. Raspberry (1992), typical of this position, maintained that no research shows adding time to be an effective strategy. The MEA also writes, "simply adding time does not automatically lead to significant improved student performance".

Extended School Year Research

What does the research say about the consequences of adding time to the school year? The research is inconclusive. Studies of Extended School Year often fail to demonstrate any academic benefit to extended the year. In IEA studies conducted from 1961 to 1981, the total number of instructional hours during a school year did not correlate student achievement (NEA, 1987; Raspberry, 1992). Karweit (1981) found that 35 days needed to be added before any significant achievement gain was observed. She concluded that the costs were too great and the money could be better spent on improving existing days of instruction.

A variety of methodological and programmatic issues complicate the interpretation of ESY research. Different results can, at least in part, be accounted for by differences in samples, grade levels tested, achievement tests used, and the alignment of the achievement measure with the instructional program. Programmatic differences in community relations, calendars, curriculum, instruction, etc. also make it difficult to compare programs. Most extra day programs are voluntary for students and staff, further complicating analysis.

In addition, decisions to adopt extended, summer, or year round school calendars have been made for varying reasons. Not all of these relate to academic improvement. While districts across the nation have expanded options for students during the summer vacation period, Hazelton (1992) reports a "dearth of evaluative research on the academic impact of summer enrichment programs". Some of these programs lengthening the school year are actually acceleration plans aimed at shortening the total number or years in school, so no increase in learning time actually occurred over the K-12 span (Hazelton, 1992).

Year Round Education. Year Round Schools were initially proposed to meet the needs of overcrowded schools. Multi-tracking, scheduling multiple groups of students over the full 12 months such that the full student body is never in the building at one time, has proven a cost effective means of accommodating increased student enrollment.

William White (1992), former Assistant Superintendent for Instruction with Jefferson County, Colorado schools planned the multi-track YRE program adopted in 1973. The program became a national model. Yet in 1984, the board decided to discontinue it. In his analysis of the reasons, he noted that to many, YRE was a temporary means of responding to a space shortage, not an *educational decision*. When the need for additional space was reduced, the board chose to return to neighborhood schools.

Proponents of Year Round Education believe the structure of this calendar, with or without added days, supports improved learning, and single track programs have become increasinly popular as effective instructional delivery designs. By reducing the long summer vacation, learning loss occurring over the summer and the resultant need for extensive review in the fall are reduced. Other positive effects of YRE on attendance, as well as student and staff morale, support a hypothesis of improved achievement. The further use of intersessions throughout the year for ongoing remediation and enrichment can enhance the model.

Numerous research studies have failed to show significant gains in academic achievement for students in schools on year round as compared to traditional calendars, however (Merino, 1983; Zyskowski, 1991; Serow et. al, 1992). In 1991, Zykowski et al, with the California Educational Research Cooperative in the University of California, Riverside, completed a comprehensive review of year round education research and concluded that "there are no definitive studies showing that student achievement in year round programs differs from that of students in traditional school programs".

Not all studies have failed to produce significant findings, however. Bradford (1990, 1992) reports results in Buena Vista, Virginia. Buena Vista High School implemented four 60-day quarters of instruction in 1973, with students attending the voluntary summer fourth quarter for promotion, remediation, enrichment and acceleration. A ten year evaluation conducted in 1987 documented an increase in SRA achievement scores and a decrease in local pupil dropout rate. Ninety-two percent of faculty and 88 percent of students recommended continuation of the four-quarter system in Buena Vista. Phillips (1992), examining Buena Vista's YRE program, reports not only the improvement in test scores, but evidence of raised aspirations. Greater numbers of high school students attended college.

Additional evidence of positive YRE effects is seen in the evaluation of Utah's six years of experience with year round schools (Utah Department of Education, 1989). Improved learning and reduced learning loss were observed. Provo's Westridge School, in Utah's first year-round district, shows a statistically significant increase in test scores when make-up opportunities were offered during the short vacations throughout the year.

Dr. Leslie Six (NAYRE, 1993), responding to the controversial research findings, criticized summaries of YRE research and established careful criteria for inclusion of studies in her review. To be included, the research had to be based on at least two years of YRE implementation, have a comparison group, and include at least three test points with a pretest. Only 13 studies were found since 1985 to meet these criteria in at least two areas. She concluded that ten of the studies favored year-round education, with seven of these reaching statistical significance. In the remaining three studies, either statistical significance was not reported or results were inconclusive. Three of the 13-studies reviewed by Six (1993) included results for subgroups. Two of these showed YRE schedules to be beneficial to Chapter 1 students in particular.

There has been attention given to increasing scheduled time for students at risk. Federally funded special education programs mandate extended school years for certain populations. There are documented gains for full day as compared to half day kindergartners (Karweit, 1988). In 1990, school superintendents and local school boards in Virginia were given authority to mandate extended school years or summer school for all students below the 25th percentile on standardized achievement tests and the Virginia State Assembly began providing equalized state funds towards this end.

The impact of increased time on students at risk can be related to studies showing educationally and economically disadvantaged students not only acquire knowledge more slowly but tend to lose it more rapidly (Brekke, 1992). Brain research relates forgetting to lack of practice. Disadvantaged youngsters may have fewer opportunities for reinforced practice outside of the school. Extended school models reducing long vacations would therefore be expected to increase retention of learning and thus raise achievement.

The conflicting research evidence does not generally and strongly support a position that marginally extending the school day or the school year alone will dramatically improve student achievement. This has been the point made by numerous educators negative toward extended year and year round schools. Nancy Karweit (1985) writes,

> "The addition of raw numbers of hours obviously does not guarantee that the additional time will be used to any better purpose than present time is used. Because resources for schools and for school improvement are limited, decisions to act in one direction often foreclose pursuit of other actions. In this case, other options- such as implementing what we already know about effective instruction and classroom management- seem to have a greater potential payoff than simply keeping the school doors open for a longer period of time (p. 14)."

Regardless of the calendar, better and different use of allocated time is imperative to the success of public education. Many also see extended learning time as one important component of school redesign. Mazzarella (1984) suggested, "Should kids spend more time in school? Perhaps. Spending more time in the classroom probably will result in some gains in achievement, especially for low achievers. There may be other positive social effects, too, in an era when many mothers work and supervised activities for children are needed until 5 p.m."

It is most productive to view extending the school year within the context of school reform/ school improvement. In this context, the amount of time allocated and how it is used are analyzed simultaneously.

School Reform: A Context for ESY

The current wave of educational reform efforts dates back a dozen years to the publishing of A Nation At Risk (1983). Educators on the national, state, district, and building levels have been involved in these efforts. Educators, as well as cognitive and organizational psychologists, have contributed a body of research, and a number of educational reformers have advanced comprehensive frameworks for reform. These are being used to frame the efforts of individual schools and systems across the nation.

Each of these has a series of basic, research based tenets. Across the nine common principles of Sizer's Coalition of Essential Schools, the seven correlates of Lezotte and Brookover's Effective Schools, the ten practices of William Glasser's Quality Schools, the 12 principles of Mortimer Adler's Paideia Program, the six principles of The Holmes group, etc., etc., etc., several common themes can be identified.

1) Reform efforts share a belief that all children can learn.

There is a democratic foundation, a commitment to educating all children. Ron Edmonds, early theorist in the Effective Schools movement, wrote, "We can, whenever and wherever we choose, successfully teach all children whose schooling is of interest to us. We already know more than we need to do that. Whether or not we do it must finally depend on how we feel about the fact that we haven't so far." Each reformer echoes this commitment. Equity, along with quality, is central. Ensuring that all children have the opportunity to learn essential material is critical to the reform movement.

Schools attempting to realize this vision modify the sentence, "All children can learn" with the caveat "not necessarily at the same time and in the same way". Educators thus seek to develop varied strategies to meet the varied learning styles, interests, and background of children. Howard Gardner's work in the area of multiple intelligences further illuminates individual differences and the requirements that teachers involve multiple senses in developing understanding.

2) Reformers emphasize that schools must focus on teaching for understanding.

Information is expanding at incomprehensible rates and it is expected that adults will change jobs many times in their careers. Reformers emphasize that what is important is preparing students for life-long learning, as opposed to requiring students to memorize a body of current facts. Benjamin Bloom places memorization at the lowest level in a taxonomy of thinking skills.

Reformers encourage schools to emphasize higher order thinking skills, such reasoning and problem solving. Understanding implies the ability to use knowledge to solve real problems. In Goals 2000, the set of national education goals put into law by Congress, Goal Three speaks to students learning "to use their minds well", terminology echoed in Michigan's Core Curriculum Standards.

Cognitive psychologists studying the learning process emphasize the importance of making connections - connections between the student's prior knowledge and new learning, connections between various disciplines, connections between the classroom and life outside the classroom, - for enhancing learning. They further stress the value of active, as opposed to passive, learning activities for engaging the student's mind and fostering understanding. Understanding implies the ability to use knowledge to solve real problems. The student's role in constructing meaningful learning, not passively receiving it, is an important theme in school reform. Supporting this revised student role, the role of the teacher becomes that of a facilitator rather than provider of learning.

3) Educational success must be outcomes or results based.

We have traditionally judged schools by their inputs, the facilities, resources, staffing, etc. Educational reformers emphasize that what students know and are able to do- the outputs- have to be the central focus of education. This has lead to considerable work (and debate) defining national, state, and local values as to what is important for students to learn and to what standard or criterion level. Michigan has been at the forefront in its development of a core curriculum, defining standards and benchmarks for all students.

Accountability is inherent in discussion of curriculum standards, and measurement of students knowledge, skills, and abilities is a major educational reform topic. The shift to teaching for understanding has led also to increased attention to assessing *processes* used by students in solving problems, not only the solution. Alternative assessments of actual student products (performances, presentations, portfolios of work samples, etc.) are being afforded equal or greater value compared to paper and pencil forced choice proxies of real tasks.

4) Educational reformers emphasize systemic thinking, maintaining that success is based on consistency of focus among all parts of the system.

The parts of the whole educational system must support each other for reform to be most successful. This theme is about focus and alignment. An overall mission statement should guide the efforts of all members of the system and the parts aligned to achieve the mission. Curriculum outcomes, content, teaching and learning strategies, and assessment must be aligned. Staff development must support the changes. All adults impacting the students must work together towards mutual goals, and the role of parent involvement in student success is stressed. The importance of consensus and collaboration in underlined.

Reformers elaborate on needed consistency across national, state, district and school expectations. Similarly, teacher preparation in colleges and universities must support understanding of the new role for teachers, as well as train future teachers in content standards, effective practices, and multiple assessments.

5) Effective management of the parts of the system requires new forms of leadership.

The role of the leader is revised. Consistent with students being given more responsibility for their own learning, individuals at every level of the system have more decision making authority. Movement away from top-down management and towards shared decision making, empowerment, collaboration, and teamwork is seen in education, as well as in business and industry. Glasser (1992) differentiates between the boss-manager and the lead-manager, with lead managers. Empowered workers work harder and more effectively.

Summary

International comparisons of the numbers of days of school reveal the United States to be at the low end of the continuum. This has been linked hypothetically to relatively low international achievement rankings. Extending the number of days of school has been included in school reform proposals.

Proponents of lengthening the school year describe the current nine-month calendar as outdated, unresponsive to the needs of modern society, and ineffective in terms of all that is known about learning. Public support for a longer school year has recently shifted, with a majority now favoring extending the year. Sentiments are still strong, however, and large proportions remain opposed to the idea. Teachers unions have also lagged behind in embracing the concept, emphasizing the need to address quality of instruction as opposed to quantity.

The results of research on the effects of increasing students' time in school have been inconsistent. Methodological problems and diversity of program goals, methods, and participation, etc. have blocked clear, generalizable findings. Most extensive research effects have accompanied implementation of a year round education schedule. There is evidence of improved achievement, as well as improved student and staff attitudes, behavior, and attendance.

Inconsistent research findings do not support adding small amounts of days as a definitive method of improving achievement. Nevertheless the quality or quantity debate may be artificial. Extending time should be viewed in the context of overall school reform. There is consensus that adding "more of the same" ineffective instruction will be ineffective.

Five broad themes can be identified in the school reform literature. Using these themes, an ESY program may be highly beneficial if it is integral to efforts to meet the needs of all students, involves students in meaningful learning activities which build understanding, focuses on the attainment of valued knowledge and skills, is supported by all persons and functions of the system, and involves stakeholders in shared decision making. In this context, adding time may be important to success in realizing the mission of education.

Chapter III
EVALUATION QUESTIONS

The evaluation focuses on describing the ESY programs and assessing the value of extending the number of instructional and staff development days. Issues important for consideration in implementing extended school years also are identified. Specific evaluation questions are:

1. How has extending the school year impacted student academic achievement?
   What are the components of extended school year programs most effective in impacting student achievement?

2. How have the extended school year programs impacted students in other ways (e.g. motivation, attendance, etc.)?
   What are the components of extended school year programs effectively impacting students in these areas?

3. What has been the impact of the Extended School Year Program on other stakeholders?
   a. Parents
   b. School staff, including teachers, administrators, support staff

4. What impact has additional professional development had on instruction?
   What are the components of effective professional development programs?

5. What issues must be addressed in extending the school year?
   What creative strategies have been developed to resolved these issues?

6. How did the Extended School Year Program serve as a strategy in the district school improvement plan? How did it suport systemic reform?

Chapter IV
METHODOLOGY

Population

The study focused on districts completing their second year of implementation. Fourteen of the fifteen districts provided sufficient documentation to allow analysis of the ESY program. An extensive description of the community, staff and student populations is found in the following chapter. Twelve of these districts chose to participate in the extensive survey research.

Measures

Qualitative and quantitative measures were used to answer the evaluation questions. The primary methodology was survey research. These included:

1. In-depth Interviews with program coordinators/ administrators.
   Interviews with key administrative personnel occurred in the autumn of 1994 and lasted approximately two hours. Follow-up telephone interviews were completed with building level administrators where appropriate.

2. Surveys. (Copies appear in Appendix A.)
   Separate surveys were developed for:
   a) parents
   b) teachers
   c) support staff, including secretarial, transportation, food service and noon supervisors, custodial, and paraprofessionals staff
   d) students
   e) executive administration and board members.

   Surveys were field tested in three school districts, representing diverse program schedules. The draft instruments also underwent expert content review by contact persons in each of the 14 ESY school districts, consultants in the Michigan Department of Education, Middle Cities Education Association, and the Oakland Intermediate School District.

3. Review of program documentation
   Documentation included grant applications, budgets, brochures and newsletters, and local evaluation reports.

4. Review of district level evaluation data
   Data collected for district program evaluations was reviewed. This included internal surveys, tests, and other assessments.

5. Michigan Educational Assessment Program (MEAP) scores.
Trends in reading, math, and science scores over 1992, 1993, 1994 , and 1995 for each of the districts and participating schools were analyzed and compared to state-wide trends. These will be published in a separate report.

Data Analysis

Content analysis was used to analyze qualitative data. A variety of descriptive and inferential methods were used to describe distributions and relationships among quantitative variables. Descriptive methodology included frequency distributions and measures of central tendency and variance. Differences in program characteristics were related to program results utilizing univariate and multivariate tests of association and mean group differences.

Evaluator Qualifications

Dr. Susan Axelrad-Lentz is experienced in program research and evaluation. She was Supervisor of Evaluation in the School District of the City of Pontiac and had prior experience in business and social program evaluation. She has been involved with Michigan's Extended School Year Program since its onset in 1992, having been the evaluator in one of the original school districts awarded Section 101A planning grants. She currently works as an independent consultant in research, evaluation, and grant writing.

Chapter V
ESY PROGRAM DESCRIPTIONS

ESY Districts

The fourteen districts represent a wide range of Michigan school districts in terms of size and geographic location. Six districts are in rural areas, six in suburban areas, and two are urban districts. Total district enrollment varied widely. Palo, a kindergarten through grade eight rural school district, is the smallest, with a total student enrollment of approximately 200 students. At the other end of the continuum is Grand Rapids, a major urban district with approximately 22,000 students. (The ESY program was piloted in two elementary schools in Grand Rapids.) See Appendix A for district descriptions.

ESY Program Schedules

Districts added instructional days in a variety of ways. These can be generally described in the three broad categories defined in Chapter 2 and depicted in Figure 2. Within each category, however, there were differences in the numbers of days of added instruction, the schedule, staffing, student enrollment, instructional programs, etc.

Figure 2

Broad Categories of ESY Schedules and Student Enrollment Requirements

Number Districts*	Number of Schools			ESY Schedule	Student Enrollment
	Elem	MS/JH	HS		
7	15	9	4	Summers/ other breaks in a traditional calendar	Optional for students enrolled in participating schools
3	8	3.5	3	Extended Traditional Calendar	Mandatory for students enrolled in participating schools
5	9	0.5	0	Year Round Education (YRE	Mandatory for students enrolled in participating schools Optional intersessions

* One district implementing an extended traditional calendar for all students also piloted an extended YRE calendar in one elementary and one middle school.

Summer Programs. Seven districts added instructional days in separate programs offered during the summers. Six of the seven districts extended their instructional days by 15 and added five staff development days. One was on the ten and ten option. Theoretically, this district offered only ten days in the summer, but carry-over funds allowed implementation of an additional week.

In four districts, days were added in late June through the first half of July. Two districts split the extended time, with approximately half the days in June and half in August. The seventh district offered additional days throughout the summer. This district differs from the other summer districts in that a "variable, optional" program was implemented throughout the year, with classes offered on weekends, school vacations, and staff development days.

Extended Traditional School Calendar Programs. Three ESY districts added days to the traditional 180-day school calendar. One of these implemented an optional summer program the first year and altered the program in the second year. The program director perceives the willingness of teachers to implement an extended school year in all buildings as evidence of "institutionalization" of the concept of a longer school year.

Programs are district-wide in two of the districts implementing this model. In the third, an extended calendar was piloted in two elementary schools: one a kindergarten through grade six school, and the other a school for first and second grades.

Extended Year Round Schoool Calendar Programs. A total of six districts redesigned the school calendar as a year round calendar. This category includes districts implementing a 190-200 day extended year program for all students enrolled in the school and districts implementing a 180-day YRE calendar, with additional optional days available during intersessions.

Two districts added days to the calendar. One added the full 20 ESY days as instructional days. This district operated five 40-day sessions, separated by intersessions. The other district added ten days to a YRE calendar, broken into four sessions, separated by intersessions. This program was implemented in one elementary and one school within a school middle school. (These were pilots in the district implementing ESY district-wide. Other schools extended the traditional calendar.) Additional programming offered during intersessions in these schools was funded by other sources, not by the grant.

Three districts operating YRE calendars provided the additional instructional days during intersession breaks. In one district, the program was piloted in one K-5 elementary school. In the second, the program was piloted in two K-5 elementary schools. The third district operates a YRE as a "school within a school" in four K-6 elementary buildings.

The Year Round calendar had been in place prior to Section 101A grants in two of the three districts. The grant afforded the opportunity to strengthen and expand intersession programs to focus on student achievement. Previously, any intersession programming available was provided through community groups and focused more on recreation.

Student Participation

Figure 2 shows the differences in requirements regarding enrollment for students in districts following the three program schedules. When enrollment is optional and open to all grade levels, participation declines as grade levels increase. One district provides an exception; in this district course credit is offered for high school program participation. Total enrollment for the second year appears in Table 2.

Table 2

Total Numbers of Students Impacted by Section 101a Second Year ESY Programs

Grade	Frequency
1	1573
2	1575
3	1494
4	1512
5	1271
6	1024
7	824
8	743
9	848
10	807
11	607
12	597
TOTAL	12,954

ESY Staffing and Compensation

Figure 3 shows the staffing patterns and compensation under the three program schedules.

Figure 3

Staffing and compensation plans of 14 school districts implementing Section 101a Extended School Year Programs

Schedule	Staffing	Compensation	# Districts*
Summers	Application process, contract teachers supplemented with substitute teachers, retirees,teachers from other districts	Special ESY rate	6
		Per diem-contractual:	1
Extended Traditional Calendar	Union letter of agreement that teachers work 10 added days	Per diem	1
	Union letter of agreement making15 added days optional; teachers can choose to take up to 3 weeks unpaid leave per year, supplemented with substitutes or other district teachers	Per diem/ special ESY rate	2
Year Round Calendar Extensions and Intersessions	Union letter of agreement making added days optional; contractual teachers given 1st option, supplemented with substitute teachers	Per diem/ substitute rate	1
	Union letter of agreement that teachers teach only 180 days; special intersession teachers hired	Special ESY rate	2
	Union letter of agreement that teachers teach only 180 days; special substitute teachers hired to teach 100 days/ year	Special ESY rate	1
	Union letter of agreement that teachers work 10 added days	Per diem	1

* One district has schools in two categories.

Summer Programs. Generally, district contract teachers had the opportunity to apply first for Extended School Year summer teaching positions. Remaining openings were filled by district substitute teachers, retirees and teachers from neighboring districts. The process ranged in formality. Some districts took volunteers from district teachers and informally filled remaining positions by word of mouth through surrounding communities.

Others followed a more formal posting process in which applicants were screened through applications and interviews for skills consistent with program objectives.

In six of the seven summer programs, contractual teachers were paid a special Extended School Year rate of pay. This rate fell between a substitute teacher's pay and the per diem rate for contractual teachers. None-contractual teachers generally were paid at the special ESY rate as well. The seventh district compensated contractual teachers at their per diem rate and non-contractual teachers at the district substitute rate.

Extended Traditional Calendar. A letter of agreement with the teacher unions in the districts adding ten days to the traditional calendar district-wide specified that contract teachers would work the additional instructional days. These teachers were paid at their per diem rate.

In the other two districts, letters of agreement made working the extended instructional days an option. Teachers could, however, choose to take up to three weeks (fifteen days) unpaid leave. In one of the district, "supersubs", responsible for planning as well as instruction, were used when teachers were on leave. These supersubs also were used when teachers attended special staff development sessions. They were paid a special Extended School Year substitute rate. In the third ESY district extending the traditional calendar, teachers were given the option of not working the last three weeks of school. Classrooms were covered by teachers from other district schools which had let out for the summer. All teachers received their per diem rate of pay.

Year Round Education. In the two districts lengthening a YRE calendar for all enrolled in pilot schools, one mandated teachers teach the added days and paid them per diem rates. This was through an agreement with the union that all teachers work the added days and are paid their per diem rate. The second district extending the YRE calendar for all enrolled used only non-contractual teachers for instructional days beyond 180. The letter of agreement with the local teachers' union specified that contract teachers would work only their contracted 180 days. ESY substitutes were hired through a posting and selection process to work 100 days each. They were assigned to the pilot school only and became part-time members of the staff, receiving approximately twice the substitute rate of pay. The use of non-contractual staff to teach of additional days was a budget decision.

None of the three districts offering YRE intersession programs mandated participation by contract teachers. One allowed contract teachers first opportunity and paid them at their per diem rate. Openings were filled from substitute teachers and community members. The other two districts had prior experience with the Year Round School calendar and non-academic intersessions. Teachers' prior experience with the intersession vacations did not include teaching. In both these districts, added days were taught entirely by consistent staffs of special Intersession teachers paid at special ESY substitute rates. Communication with regular teaching staff was built into the program.

A total of 793 teachers taught ESY days. Eighty percent were contractual district teachers. Twenty percent came from outside the district's regular teaching staff.

Instructional Programs

Summer Programs. The majority of districts offered a schedule of classes from which students chose. Both academic and enrichment classes were offered, with stipulation that students enroll in a specified number of academic classes. Classes ran one to one and one-half hours in length. Several districts offered summer programming around a single theme.

In surveys, teachers described how the ESY program differed from traditional summer school. Responses highlighted different, more active, cooperative, and interdisciplinary teaching methods used; teacher empowerment to propose and design mini-courses and classes of interest; student grouping; greater opportunities for individual attention and choice in being there. The climate of summer classes was less structured and more relaxed. Many emphasize the summer ESY program focused on the enjoyment of learning.

Table 3

Teacher Open-ended Responses to Question,
"How did the ESY program differ from traditional summer school?"

Response	Frequency
Active teaching and learning methods, no textbooks; hands on, cooperative, interdisciplinary learning	20
Student choices of classes	16
Enrichment classes, not only remedial	13
Multi-age grouping	12
More relaxed atmosphere	10
Teachers design their own classes	10
Smaller classes, more individual instruction	8
Focus on fun in learning	5
More in depth, focus on one area	5
Field trips	4
Authentic assessment	3

Extended Traditional Calendars. Individual schools within these three districts differed in their approaches to instruction. Some schools sought full integration of the added 10 or 15 days into the instructional program. Others identified select days as ESY days and planned special programs for these days. In surveys, teachers described what they were able to do differently or add with more days. Most frequently, they discussed the importance of more time just to better cover the always growing curriculum. Others used the time to cover curriculum topics in different ways, with different methods and in greater depth.

Table 4

Teacher Open -ended Responses to the Question, "What were you able to add or do differently with more days available in the traditional calendar?"

Response	Frequency
Cover the grade level curriculum	27
Go into greater depth	14
Offer thematic units	11
Use more hands-on learning activities	8
Go on more field trips	4

Other teachers, however, expressed negative views of how time was used, such as to "fight student apathy". A substantial number indicated they did nothing differently; it was more of the same instruction.

Year Round Education. Those implementing longer YRE calendars for all enrolled emphasized that it was not a ten or twenty day program but a seamless part of the full year's program. Both districts in this category were restructuring the instructional program concurrent with restructuring the calendar. More available time was viewed as important to the overall success of the restructuring efforts. More active, constructivist learning and multi-age grouping were central to the restructuring strategies.

YRE intersessions generally were used for enrichment. Thematic instruction, with extensive use of community resources, was common. There was a varying degree of connection between the curriculum taught in the 180 day program and that taught in the intersessions. Most districts targeted core curriculum goals and objectives and used different content and processes to achieve these.

General. Several common themes were heard as districts described their instructional programs. ESY programs often emphasized integrated, hands on, experiential learning for students. Themes frequently were used to tie activities together. For example, one ESY administrator described the following elementary school program, "Last year the theme was "It's Our Business." They focused on restaurants. They went to restaurants, went through what goes on in the background. They ran a bank, applied for jobs, according to their age and ability; had paychecks, timecards, and all those kinds of things." Another program coordinator reported, "During one intersession the whole school wrote and performed an opera...That would be something they wouldn't ordinarily do. So, I would say if anything, fine arts and those kinds of experiences were more prominent." A third district described an "Around the World" theme in which students "took out passports" and "traveled" around the world studying people in other countries". These programs are not exceptions; these are samples of the pervasive use of thematic learning.

Essential to more interdisciplinary and thematic instruction was greater teacher collaboration in planning and teaching. Across programs, "teacher empowerment" was evident. Instructional programs were designed by teachers. In most places teachers were asked to identify core curriculum objectives targeted in the instructional program but were free to develop alternative roads for achieving these.

In conjunction with thematic instruction, many districts made wider use of community resources. As an example, the district implementing the "It's Our Business" involved the bank manager in town. She came into the school for the full week of intersession and taught students to use deposit slips, checks, ledgers, etc. Another example finds a local newspaper journalist in the school helping students "publish" a newspaper about ESY activities. Many field trips also tied school learning to "real world" people and places.

The intent of ESY programs virtually across districts was to encourage use of innovative strategies throughout the school year. In this sense, the Extended School Year programs were integrated with wider school improvement initiatives. Several ESY coordinators described the ESY program as a "learning lab", offering a non-threatening environment for teachers to practice the pedagogy of restructuring. The snow-ball effect of allowing teachers flexibility in trying new approaches is described by one program coordinator, discussing technology use,

> "I think people have become more willing to experiment with computers and not worry that they are not doing the same thing that others are. They are finding out what can be done. Teachers involved were excited. Those were the teachers that started this year changing things around."

Another program coordinator generalized,

> "We all believe that extending the school year is only a small part of the innovation. That is just a piece that needs to be put in place. You can't just extend the year and expect things to be better; you have to be innovative with all your practice and pedagogy and all the things that are going on within your

schools. That in itself is not the answer. It's a combination of things that have to come together. I think that we believe that it (extending the school year) is clearly one of the pieces."

Chapter VI
SURVEY RESULTS

Sampling

In order to partially compensate for large differences in district ESY program size, smaller districts were over-sampled through the use of stratified random sampling. The exception was the Administrator-Board Member survey. The entire population of superintendents, assistant superintendents/directors responsible for ESY programs, and board members in the 14 districts was selected to receive surveys.

The population was defined as students and staff in their second year of ESY implementation under Section 101a. Sample sizes were determined using a table published by Krejcie and Margan (1970). For the parent survey, the number of students in grades 1-12 in 1994-95 in each district was first divided by 1.5 to correct for multiple ESY children per family. From 11 to 81 percent of the families were selected, based on district program size. A total of 2515 surveys were distributed. For the student survey, the sample was drawn from students in grades three through 12. The total population in these grades numbered 9742 and 2060 surveys were distributed, with district representation ranging from 15 to 87 percent.

Both classroom teachers in schools impacted by the program and those who were hired specifically to teach extra days were included in the teacher sample. The population teacher size was determined to be 1019 and a sample of 695 was drawn. District representation ranged from 55 to 100 percent. The support staff population included paraprofessional teaching assistants, secretarial and clerical support, food service/lunch room/noon supervision staff, bus drivers and custodians. It numbered 752 staff members, 426 of whom were selected to be surveyed. This represented between 53 to 100 percent of those in each district.

The evaluator provided randomly generated lists with prescriptions on the quantity and process for sampling. The parent surveys were mailed and included stamped return envelopes addressed to the evaluator. The other four surveys were distributed within the districts. Follow-up reminders using standard district communication, such as newsletters and staff meetings, followed. Twelve of the 14 districts chose to participate in the survey research.

Limitation

In randomly selecting within districts, one does not have a representative sample of those who participated statewide in Michigan Section 101a extended school year programs. Section 101a was not one program, but 14 individual programs with commonalities. For this reason, distributions of responses across all respondents are not reported. Relationships among variables are described, on the assumption that certain essential factors would prove relevant to success in any ESY program.

Survey Content

The five themes identified from the school reform literature guided the survey development (see Figure 4).

Figure 4

School Reform Themes Related to Survey Research

School Reform Theme	Evaluation Variable
1. All children can learn. Equity, along with quality, is central in school reform. It is critical that all children have opportunities to learn essential material and that diverse strategies and be provided to meet diverse backgrounds, needs, interests, talents, and learning styles of children.	Teaching and learning strategies meeting individual needs
2. Education must focus on teaching for understanding. In a rapidly changing world, it is most important to develop skills and love for life-long learning, as opposed to knowledge of a current body of facts. Understanding implies the ability to use knowledge to solve real problems.	Teaching and learning strategies requiring thinking, problem solving, and application of knowledge.
3. Educational success must be judged by results. What students know and are able to do and to what standard or criterion level must be the central focus. The shift to teaching for understanding has led also to increased attention to assessing *processes* used by students in solving problems, not only the *solutions.*	Focus on results for students, school staffs, and families. Student assessment.
4. Effective change is systemic. Success depends on consistency of focus across the system. The parts of the whole educational system must work together. Curriculum, instruction, and assessment must in alignment. Staff development must support the desired changes. Time and resources must be sufficient to the activities. All adults impacting students must work together towards mutual, shared goals.	ESY program's relationship to school improvement plan . Shared values re: need for ESY. Quality staff development supporting desired changes. Sufficiency of time and resources. Home-school relationship.
5. Effective management of the parts of the system requires new leadership. The role of the leader changes to that of a facilitator and coordinator. Those involved in and impacted by the changes participate in decision making. Teachers work together to support change.	Participation in planning and decision making. Teacher collaboration. Parent involvement. Administrative support

A set of variables was included across all adult surveys. These are shown in Figure 5.

Figure 5

Common Items Across Surveys of Adult ESY Participants

ESY Program Schedule (Summer, Extended Traditional Calendar, YRE Program)
Number of days added (10, 15 or more)
Belief that adding of instructional days is needed
    I believe that more than 180 days are needed to prepare students to succeed in today's world.
    I believe that schools must remain open more than 180 days to keep students safe and busy.
        (These two items were combined based on high intercorrelation.)
Participation in decision making
    I was involved in the original decision to have an Extended School Year.
    I can have input involvement into ongoing planning.
        (These two items were treated separately based on differential results.)

The YRE schedule was studied only at the elementary level. There were not sufficient respondents from the middle school YRE program in the one district implementing YRE at that level to support analysis. In general, breakdowns which created a category defined by only one school were avoided. One school differs from other schools in too many ways other than the identified variable to draw inferences.

EXECUTIVE ADMINISTRATOR-BOARD MEMBER

Demographics

Forty-four surveys were completed and returned by this group. Ten of the twelve districts participating in the research were represented. A total of 9 superintendents (58% return rate), 4 assistant superintendents (44 percent return rate) and 31 board members (36% return rate) responded to the survey.

Analyses

The results of adding instructional days for students and of adding staff development days for teachers were rated. In addition, respondent's continued support for the ESY was assessed.

These results were analyzed in relation to characteristics of the ESY program, the respondent, and his/her program involvement. Specific characteristics are defined in Figure 6.

Figure 6

Characteristics of ESY Program, Administrators-Board Members, and Program Involvement Analyzed in Relationship to Perceived Program Results

ESY Program
ESY Schedule
Number of added instructional days

Administrator/ board member characteristics and program involvement
Position
Belief that adding instructional days is needed
Perceived role of teacher
Involvement in original program design
Involvement in ongoing decision making
Program communication received regularly
Program visitations
Positive parent feedback received

Results (see Appendix C.)

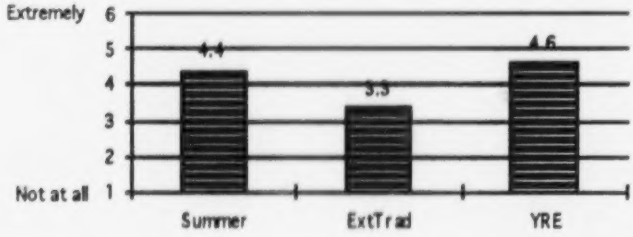
Student needs. Executive administrators and board members responded to two items regarding student needs: "Students who need extra help get it in the ESY Program." and "Students who need further challenge get it in the ESY Program." The items were combined.

Respondents judged the ESY program in their districts to be moderately effective in meeting the needs of diverse students. Differences between educators (superintendents and assistant superintendents) and board members were not statistically significant. Executive educators and board members did not differ significantly in their responses.

A two-way analysis of variance assessing the effects of the schedule and the number of additional days on the program's ability to meet students' academic needs found significant differences between programs following different schedules, but none related to the number of days added. Schedule differences are depicted in Figure 7.

Figure 7

Executive Administrators and Board Members Judgments of
ESY Program Effectiveness in Meeting Student Academic Needs:
A Comparison of ESY Program Schedules
(N=44)



It can be seen that the YRE model was judged most effective, followed by summer programs. Extending the traditional calendar was perceived to be least effective.

Responses were significantly related to the belief about the need to extend the school year and to parent feedback about the program..

Executive administrators and board members were asked to rate the truth of the statement "The role of the teacher is to deliver information". This is consistent with a more didactic teaching model, in which students passively receive information. In a constructivist learning model, students actively construct knowledge through active involvement in the learning process. The teacher acts more as resource and facilitator.

There was wide variance in responses to the item measuring the perceived teacher role, with twenty percent of respondents giving ratings of 1 or 2 (not at all or only very slightly) and 31 percent giving ratings of five or six (moderately high or extremely). The extent to which the program met students' academic needs was negatively related to the perception that the teacher's role is to deliver information. That is, those who valued a less teacher-directed learning environment viewed the programs as more effective in meeting student needs.

Improved teaching. Respondents generally agreed that extra staff development was improving the teaching staff. The mean rating was 4.8 on the six-point scale, with 70 percent giving ratings of 5 or 6. No significant differences were associated with differences in the ESY schedule, the number of days of staff development, or the role of the respondent in the district. Those seeing more improvement from added staff development tended to have been more involved in designing the program. They reported receiving information on the program's progress on a more regular basis.

Those observing improved teaching skills perceived student academic needs as being better met. They have received more positive parent feedback on the program.

Program support. Respondents strongly believe the program should be continued. Both educators and board members gave mean ratings exceeding 5.0 on the six-point scale. Board members, however, evidenced greater variability in their responses than did the educators, and a t-test of the difference in means, taking into account unequal variances, found significant ($p<.01$) differences between the two groups.

Officials in each of the three program schedules did not differ significantly in their support for program continuation. Those who were more involved in designing the program and who believed more strongly that additional days are needed were more supportive.

Those favoring continuation were less likely to define the teacher's role to be deliverer of information. The ESY programs developed under the grant were generally more experiential and activity based, consistent with a view of students as active rather than passive learners. Those favoring a more traditional teacher-student relationship were less positive about the programs implemented.

As would be expected, support for program continuation was significantly related to other results in terms of meeting student needs and improving teaching.

PARENT SURVEY

Demographics

A total of 683 parents, representing a 31.8 percent response rate, completed and returned parent surveys. Eighty-eight percent of the respondents were mothers, and seven percent were fathers. The remainder were completed by both parents together or another family member. Three-fourths of the respondents reported participation both implementation years.

Respondents reported an average of 1.6, with a range from one to five, children participating in the ESY program in their districts. The total number of ESY children represented by the 683 respondents was approximately 1184. (This is an approximate figure due to missing data.) The breakdown of ESY children by 1994-95 grade level is shown in Table 6.

Table 6

Distribution of ESY Children by 1994-95 Grade Level Reported for 683 Respondents to the Parent Survey

Grade	Frequency	Percentage
1	141	11.9%
2	167	14.1%
3	124	10.5%
4	123	10.4%
5	112	9.5%
6	70	5.9%
7	59	5.0%
8	41	3.5%
9	70	5.9%
10	51	4.3%
11	38	3.2%
12	42	3.5%
Missing data	82	14.3%
TOTAL	**1184**	**100%**

The division between elementary and secondary schools varies in different districts. Using school levels as defined by the district, a total of 483 parent respondents had an elementary age ESY child and 252 had a secondary age child. One hundred and three parents had children at both elementary and secondary levels.

Yearly family income levels, in $20,000 intervals, were reported by 585 of the 683 parents. They indicated a broad range of income levels. The highest percentage of respondents (31 percent) fell in the $40,000 to $60,000 bracket, with approximately equal percentages above and below this range (see Table 7).

Table 7

Annual Income Levels Reported by
585 Parent Survey Respondents

Annual Income	Frequency	Percentage
Under 20,000	62	10.6%
20,000-40,000	142	24.3%
40,000-60,000	179	30.6%
60,000-80,000	111	19.0%
80,000 and over	91	15.6%

In approximately half homes, an adult was reported to be home during the day. In 39 percent of the homes, parents work outside the home full time and in the remaining eight percent, adults work outside the home part-time.

Thirty-seven percent of respondents had other children who were not participating in the ESY program. The most frequent reason given for non-participation was that the program was not offered at that child's grade level. Other frequent reasons focused on the child not choosing to attend and/or having conflicting activities outside of school.

Analyses

Program results were assessed for students and families in a number of areas (see Figure 8).

Figure 8

Results Assessed in Parent Survey

Students
Academic gains
Attitude toward learning
Attendance
Behavior

Families
Ease of scheduling family life
Program support

The results were analyzed in relationship to differences in the program, family, and home-school relationship (see Figure 9).

Figure 9

Characteristics of the ESY Program, Family And Home-School Relationship Analyzed in Relationship to Parent Survey Results

Program Characteristics
Schedule (summer, extended traditional calendar, year round calendar)
Number of instructional days added (10, 15 or more)
Facility suitability
Choice in ESY participation

Family Characteristics
School level of child
Attitudes towards a longer school year

Home-School Relationship
Communication (i.e. sufficient information received about ESY program)
Feeling welcome at the school
Parent involvement in ESY planning and evaluation
Parent participation in schools

Family income was excluded based on its close relationship to district enrollment.

Results

Appendix C contains tables showing results of statistical analyses.

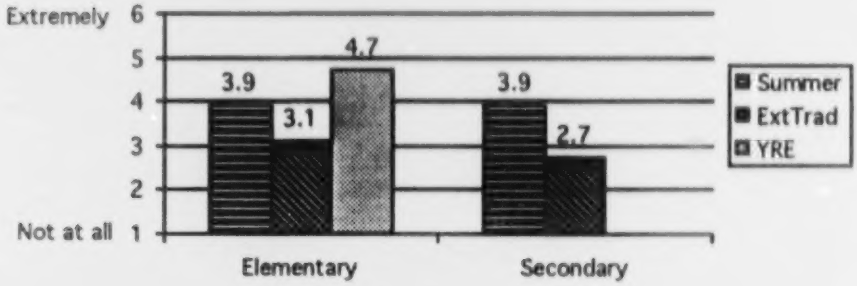
Student Academic Results. Parents differed widely in the extent to which they perceived their children to be learning more in the longer school year. Parents in programs of

15 or more added days reported significantly (p<.01) higher gains than did those in 10-day ESY programs.

Differences associated with the three main schedules were strongly significant (p<.001). Figure 10 depicts these schedule differences. Parents participating in an elementary Year Round Education ESY program rated academic results most positively; on the six-point scale, the mean rating approached 5 and significantly exceeded those of elementary parents in each of the other two schedules. Elementary and secondary parents in districts in which a traditional calendar was lengthened reported only slight gains in achievement, significantly lower than parents in either of the other program schedules.

Figure 10

Parent responses to the statement, "My child is learning more in the longer school year than in a regular 180-day year.": A Comparison of ESY Program Schedules



Among parents on the *same* ESY schedule, there exists substantial variance in assessments of academic results, however. Examining factors in addition to the schedule served to explain significant portions of this variance.

Greater academic growth was seen where school facilities were more suitable to summer instruction. Students learned more when parents valued the longer school year and felt they had a choice in program participation.

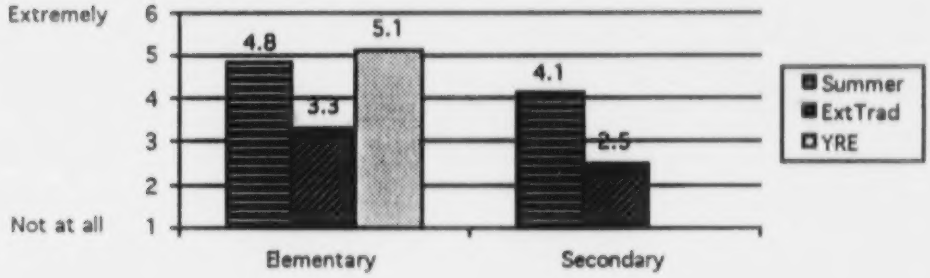
The longer year was more effective in raising achievement when parents and the school worked together. More effective communication between the school and home, higher levels of parent involvement in program planning and evaluation, and an atmosphere in which parents felt welcome in schools all were related to increased learning.

Multiple regression analysis was used to identify the ***set*** of variables associated with ratings that students learned more in a longer year. Stepwise regression controlled for duplication; variables which were highly interrelated would not both be needed to predict the results. The ESY schedule remained the strongest predictor of increased learning. Adding data on the parent's beliefs about the value of adding days (or buy-in), the effectiveness of school-home communication, and the degree to which parents felt welcome in the schools significantly enhanced the prediction. The level to which conflicts were perceived between ESY and a student's activities outside school also was a significant factor. Taken together, 48 percent of the variance in responses could be predicted, more than double that explained by the schedule alone.

Student Attitude toward Learning, Attendance and Behavior. ESY programs were observed by a majority of parents overall to enhance students' pleasure in learning. Participants in summer and year round school programs reported more positive student attitudes towards learning than did those in programs which extended the traditional calendar ($p<.001$). This was true for both elementary and secondary parents.

Figure 11

Mean parent responses to the statement, "My child seems to really enjoy learning in this program.": A Comparison of ESY Program Schedules



Parents in summer and year round school programs also reported significantly (p<.05) less resistance of students to attending school than did parents in the longer traditional calendar. Generally, reported increases in behavioral problems were minimal; the great majority (87.4%) noted no or very little increases (ratings of 1 or 2 on six-point scale).

As was the case with perceptions of increased achievement, a student's pleasure in learning, attendance pattern, and behavior were all significantly related to the parents' attitudes toward adding days and involvement in ESY planning and evaluation. Schools which welcomed parents and provided more regular communication had students with more positive attitudes, attendance and behavior. The results are more favorable, generally, when the parents felt they had a choice in participating.

Program, family and home-school characteristics were used *in combination* to explain differences in perceived joy in learning. Results of multiple regression analysis showed that the individual factors discussed above explained significant unduplicated portions of the variance in responses. The ESY schedule alone predicted 24 percent of the variance. Knowing the levels of physical comfort in schools in the summer, family's choice in participating, support for adding days, quality of the school-home relationship, and extent of conflicting activities outside school doubled the accuracy of the prediction. All were found to be significant factors.

Family Results. Most families did not find it hard to arrange the family's schedule around the ESY program. This differed significantly based on the ESY schedule. Relatively greater difficulty was reported by parents in an extended traditional calendar year, followed by a summer schedule. Parents in a year round education program reported significantly less difficulty than did the other two groups. There is no ready explanation for it being consistently more difficult to schedule family life around one schedule than another. Given the results presented on academic and affective outcomes, the perception of greater scheduling difficulty may be a reflection of the level of benefit perceived.

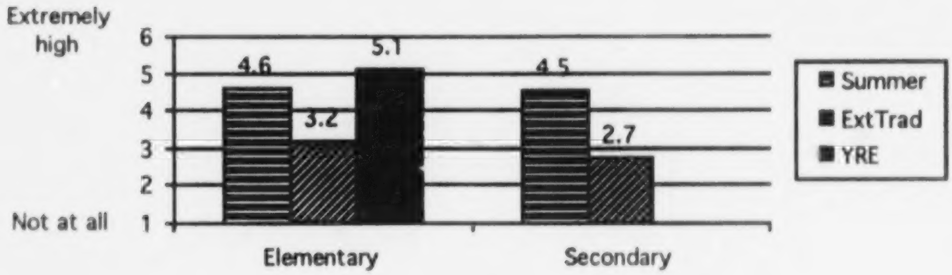
Parents related scheduling problems to conflicts between the ESY program and the child's activities outside of school (e.g. scouting, church, sports, camp, etc.). Scheduling family vacations was expressed as a problem by some. Parent jobs, such as in the automobile companies, dictate vacation time by scheduling company shut-downs. When this did not coincide with school vacation, this posed a problem. There were parents in year round programs, however, who identified the ability to take off-season vacations as a strength of a YRE extended schedule.

Two hundred and thirty-three parents reporting having children on multiple school schedules (due, in part, to the ESY program not being offered in all schools in a district). On a four-point scale rating the difficulty of having children on multiple schedules, the majority (56.2 percent) indicated there to be no difficulty. Another one-fourth indicated "slight" difficulty (ratings of 2). Eighteen percent rated difficulty as moderate or high.

Program support was measured in ratings of enthusiasm for the ESY program. There was considerable variability in parents' levels of support for the ESY program. Significant differences (p<.001) were observed among parents on different schedules, with only slight support among parents participating in a longer school year with no other changes to the school calendar (see Figure 12).

Figure 12

Mean Parent Ratings of ESY Program Enthusiasm after Two Years of Implementation: A Comparison of ESY Program Schedules



Self reports of initial enthusiasm for the ESY program (enthusiasm prior to implementation) were collected. Analysis of covariance was used to examine current levels of enthusiasm, controlling for prior differences. These could more accurately be ascribed to the parents' experiences in the ESY program. Statistically significant ($p<.01$) differences in level of program support were found among parents in the three ESY schedules, even when differences in initial support were controlled.

As would be expected, program support was very strongly and significantly related to the other results reported. Students of supportive parents were perceived to be learning and enjoying learning more.

Parent support was related to the other program and family factors measured. Support was highly related to the quality of the home-school relationship, as well as suitability of the school facility. Parents who felt they had a choice in participating were more supportive. Multiple regression analysis found these factors to account for significant unduplicated proportions of the variance in parent enthusiasm for the ESY program. Taken together, almost three-fourths of the variance in reported enthusiasm for the program was explained.

Parent opposition to the ESY program most frequently was based on children having less time for valued outside activities. Others saw a threat to family time. These parents frequently express a belief that ESY programs were designed to meet the needs of families in which both parents work outside of the home. They believe parental support is based on free baby sitting. They fear more time will be only more of the same and will not improve school results. Chapter VII discusses many of the issues of concern raised by parents. These relate most particularly to instruction, staffing, and scheduling.

TEACHER SURVEY

Demographics

A total of 283 teachers from twelve districts responded to the teacher survey, representing a 41 percent response rate. Seventy-eight percent of respondents (220 teachers) were classroom teachers on contract with the district implementing the ESY program. Resource teachers (e.g. art teachers, music teachers, counselors, and social workers) constituted another 16 percent of the sample. The remainder are ESY teachers from outside the district, including teachers with other districts.

Respondents were experienced teachers. The years of teaching experience ranged from 6 months to 40 years, with a mean of 16.2 years experience. The distribution, in five-year intervals, is shown in Table 8.

Table 8

Years of Teaching Experience of Teachers Responding to Spring Survey, 1995

Years of Experience	Frequency	Percent *
Under five	43	15.2%
5-9 Years	36	12.7%
10-14 Years	39	13.8%
15-19 Years	34	12.0%
20-24 Years	55	19.4%
25-29 Years	43	15.2%
30 or more	20	7.1%
Missing data	13	4.6%
TOTAL	283	100%

Analyses

Results of both added staff development and added instructional time were assessed. The impact of additional staff development was analyzed in terms of teachers' reported openness to change and changes in use of specific teaching strategies over two years of ESY implementation.

These were studied in relationship to characteristics drawn from the definition and standards for professional development under development by the Michigan State Board of Education (1995), standards of the National Staff Development Council and National Association of Elementary School Principals (1995), and the work of Dennis Sparks, executive director of the National Staff development Council (Fall, 1994). Characteristics measured are shown in Figure 13.

Figure 13

Characteristics of Staff Development
Studied in Relation to Staff Development Effectiveness

Input into planning
Opportunities to hear experts
Peer coaching
Group dialogue
Technology used as resource
Opportunity to meet individual as well as group needs
Relevance to work
Planned follow-up

The impact of the *instructional program* was assessed in two separate sets of questions.

1. Where the added instructional days could be identified as "separate and distinct" from the other 180 days, the results of the 10-15 day ESY program were assessed for students and teachers. This applied to separate summer programs and YRE intersession programs. Staffs in some schools extending a traditional calendar chose to identify select weeks as ESY weeks and do special instructional programming for these weeks. A total of 165 teachers of ESY days rated results of these special ESY days.

2. The effects of implementing the full 200 day ESY program for two years were assessed for students, teachers, and families. The data focused on changes occurring over two years of program implementation. Two hundred and twenty (220) classroom teachers addressed these items and compared the present (1995) to two years prior to ESY

program implementation (1993). This data was collected in both programs considered "separate and distinct" and those in which extra days are integrated into the full year.

The specific results researched in the two categories above are defined in Figure 14.

Figure 14

Results Assessed in the Teacher Survey

Target	Result		10-15 days (where distinct from rest of school year)	Full 190-200 days (generalized, full impact)
Students	ACADEMIC	Gains in academic skills	X	X
		Skill retention over the summer	▨	X
	AFFECTIVE	Attitude toward learning	X	X
		Attentiveness at year end	▨	X
	SOCIAL-BEHAVIORAL	Cooperative work skills	X	X
		Discipline	X	X
		Attendance	X	X
Teachers	AFFECTIVE	Pleasure in teaching	X	X
		Willingness to try new strategies	X	X
		Burn out	▨	X
	BEHAVIORAL	Attendance	X	X
Families	AFFECTIVE	Parent involvement	▨	X

Results were investigated in relationship to independent variables defining specific characteristics of the program, teacher, and instruction (see Figure 15).

Figure 15

Characteristics Of The Program, Teacher, And Instruction Studied In Relation To The ESY Program Results

Program Characteristics
ESY Schedule (Summer, Extended Traditional Calendar, YRE)
Number of instructional days added
Administrative support
Facility suitability
Compensation fairness
Relationship of ESY program to school improvement plan

Teacher Characteristics
Years teaching experience
Level (elementary, secondary)
Choice in ESY program participation
Attitude toward extending the school year
Participation in decision making
    Involvement in program design
    Input into ongoing planning
Collaborative planing/ teaching
Use of research-based methods

Results (see Appendix C.)

Tables in Appendix C indicate a set of independent variables to relate strongly and consistently to virtually all positive results of ESY programs, both immediate and long term. These relationships can be described in general.

1) Analyses of variance showed significant differences among ESY schedules across results. Among elementary teachers, a Year Round calendar consistently resulted in the most positive results. Programs in which added days were scheduled in the summer generally had more favorable outcomes than did those in which a traditional school calendar was lengthened. Among secondary teachers, summer programs were related to significantly stronger results than were programs extending a traditional school calendar.

2) The building's suitability for extended year classes was an important factor related to most outcomes.

3) A clear relationship seen by the teacher between the ESY program and school improvement plan was important to program effectiveness. There was a wide range in the responses to a question, "I can see a clear relationship between the ESY program and the school improvement plan." Between 10 and 20 percent of respondents gave ratings at each of the six scale points, and these ratings significantly and strongly correlated with perceived results for students, teachers, and parents.

4) A supportive administrator is relevant to program success.

5) Wide participation in decision making is crucial. Having opportunities for staff input into ESY curriculum content and methods was consistently correlated with successful program results. The teacher's involvement in the original decision to extend the school year was not a statistically significant factor.

6) Teacher collaboration benefited an ESY program. Teachers who worked together in team planning and/or teaching had more positive experiences and observed greater benefit to students.

7) Believing that more days of school are needed was significantly related to differences among teachers in all perceived outcomes. This was considered general "buy-in" to ESY.

8) Teachers who felt they had a choice whether to teach more than 180 days were generally more positive about the program.

9) Use of research based instructional practices, both during the added days and throughout the approximately 195 days of school, were associated with positive student academic, affective, and social-behavioral results. An index of **constructivist teaching** was developed as a composite of the following practices:

a. Hands on learning
active, in contrast, to passive learning activities

b. "Real world" applications
knowledge and skills related to issues and uses in world outside classroom

c. Inter-disciplinary and/or thematic instruction
subject areas linked together

d. Cooperative student group work
3 or more students working together

e. Student initiated learning
student choices in topics/activities/materials

f. Arts inclusion
learning through art, drama, music

With greater use of constructivist practices, as well as multi-age grouping (across age-grade levels) and technology, teachers reported students more invested and more successful in their learning. As teachers, they found greater enjoyment in teaching. Ten specific teaching and learning strategies comprised a scale of research based practices. Each of the individual practices and the composite index were significant predictors of effective programming.

10) Variables NOT relevant to perceived results were consistent across outcomes. The number of instructional days added and the number of years of teaching experience were not factors in explaining results. Neither was the perceived fairness of compensation, although this was frequently discussed in open ended responses. Teachers commented that the compensation (where less than per diem rates) was not an issue for the optional pilot program, yet would be if the program was mandated for all.

Student Academic Results. An index of academic gain was comprised equally of improved basic skills and increased thinking and problem solving skills. Figures 16 and 17 display differences in academic gains related to the ESY schedule and teaching level. Figure 16 focuses on reports from teachers during the 15 added days. Figure 17 focuses on classroom teachers' reflections on changes in students over the two year period of ESY implementation.

The YRE schedule had clear advantages both in the short term program and in changes over time.

Figure 16

Mean ESY Teacher Ratings of Improvement in Academic Skills during Separate ESY Programs (n=165)

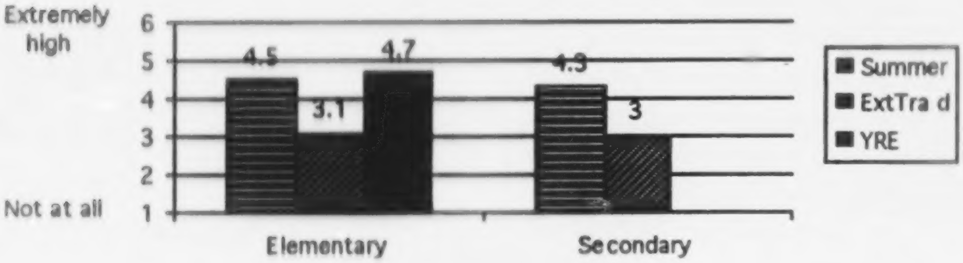
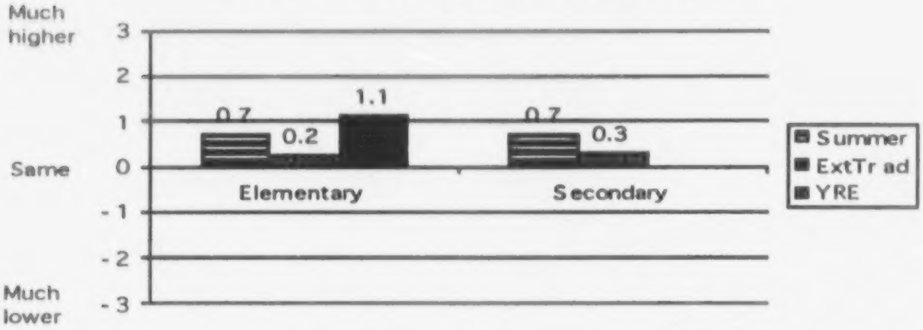


Figure 17

Mean Classroom Teacher Ratings of CHANGES in Students' Academic Skills over the Past Two Years (N=220)



Thinking and problem solving skills were particularly impacted by the extended school programs (more so than basic skills), and the majority of classroom teachers perceived improvement in students' ability to use their minds well.

There was great variability within ESY schedule groups. Other program and teacher characteristics discussed above (e.g. participation in decision making, relevance of ESY to the school improvement plan, teaching practices, etc.) were related to academic gains. Using multiple regression to predict gains in achievement from multiple factors allowed prediction of almost two-thirds of the variance in ratings of academic gain during special ESY programs (i.e. YRE intersession, summer, identified weeks in traditional calendars). The most significant factors were the teachers' choice to teach, the suitability of the building, clear relation of the program to an overall plan for improving the school, and constructivist teaching practices.

Classroom teachers did not see strong gains in achievement over the past two years. A clear relationship between ESY and the school improvement plan was most powerful in explaining academic improvements over time. Teachers who had input into ESY program planning and who used innovative practices throughout the year saw greater improvement.

Student retention of knowledge and skills over the summer, and subsequent reduction in the need for fall review were assessed by classroom teachers. Only the YRE program showed improved retention. No changes were observed in programs adding the extra instructional days through summer programs or by lengthening a traditional school calendar.

Affective and Social-Behavioral Results. An index of affective gains was computed from ratings of students' pleasure in learning, willingness to work hard, confidence in approaching new learning tasks, and pride in unique talents.

Teachers of special ESY summer and YRE days reported students took considerable pleasure in learning. Classroom teachers, particularly in YRE programs, also observed affective gains over the past two years. Differences in ratings between schedule groups are shown in Figures 18 and 19 .

Figure 18

Mean ESY Teacher Ratings of Student Attitudes towards Learning and Self as Learner during Separate ESY Programs (n=165)

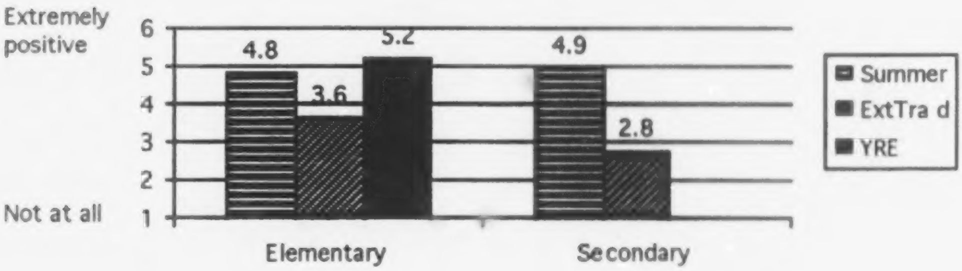
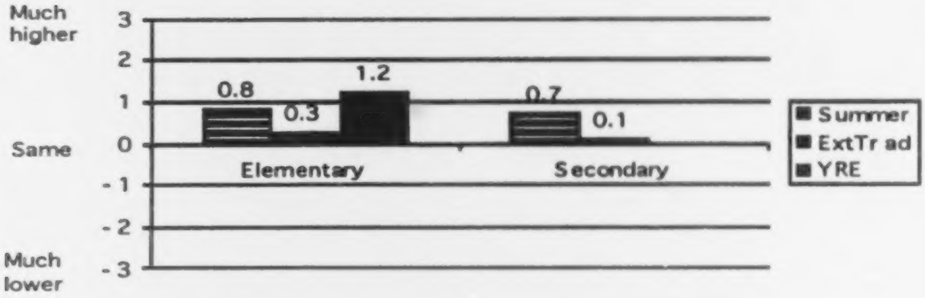


Figure 19

Mean Classroom Teacher Ratings of CHANGES in Students' Attitudes towards Learning and Self as Learner over the Past Two Years (N=220)



The most significant predictors, both of attitudes towards special 10-20 day programs and gains over time, were the relationship between ESY and school improvement and the use of constructivist teaching strategies (see regression analyses, Appendix C).

Students' skills in working cooperatively improved during ESY days and overall. This was observed moderately strongly among those in YRE and summer programs, but only slightly in the extended traditional year. Other factors were positively correlated, as discussed previously in general.

Discipline was generally not perceived to be a problem during the added days. Less than ten percent of the 165 teachers teaching in separate ESY programs indicated it was a serious problem. Discipline problems were associated, however, with a weak relationship between the ESY program and the school improvement plan, little program support from the administrator, and unsuitable buildings. Reports that more discipline was needed were more frequent among teachers who had no choice in teaching added days, did not value extending the school year, and had little input into the curriculum.

Attendance varied widely during special ESY days and was perceived to be a problem by one-fourth of teachers. The longer school year had little effect on overall school attendance over the two years, however; attendance was reported to be about the same as two years ago. There were no differences in ratings of different schedule groups and other variables failed to explain, to any meaningful extent, those differences which were observed.

Despite the fact that students were in attendance, there were substantial differences in the level of attentiveness observed at the end of the school year. Teachers in year round and summer programs (which do not alter the school calendar) did not differ; a slight decrease in attention at the end of the year was reported by teachers in schools extending the traditional calendar.

Impact on Teachers. On average, teachers enjoyed teaching in ESY programs moderately well and there is evidence that teachers' attitudes towards their profession generally improved over the two years of ESY (see Figures 20 and 21).

Figure 20

Mean ESY Teacher Ratings of Pleasure in Teaching during Separate ESY Programs (n=165)

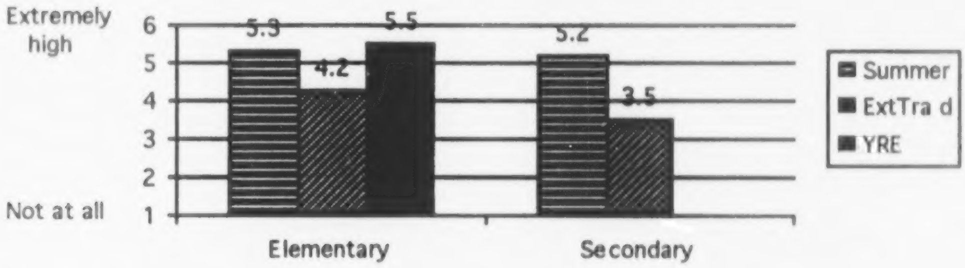
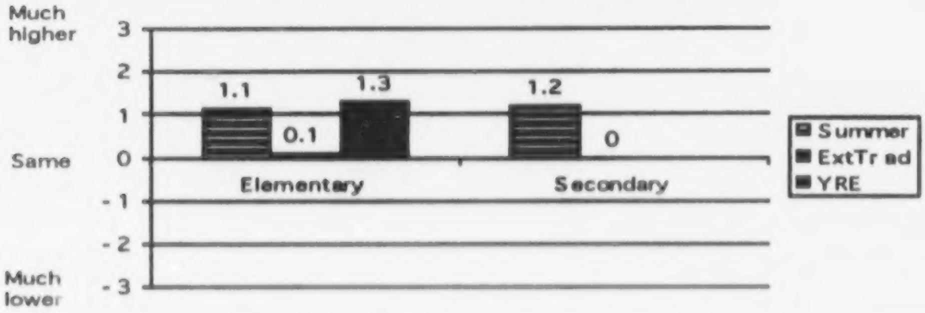


Figure 21

Mean Classroom Teacher Ratings of CHANGES in Pleasure Teaching over the Past Two Years (N=220)

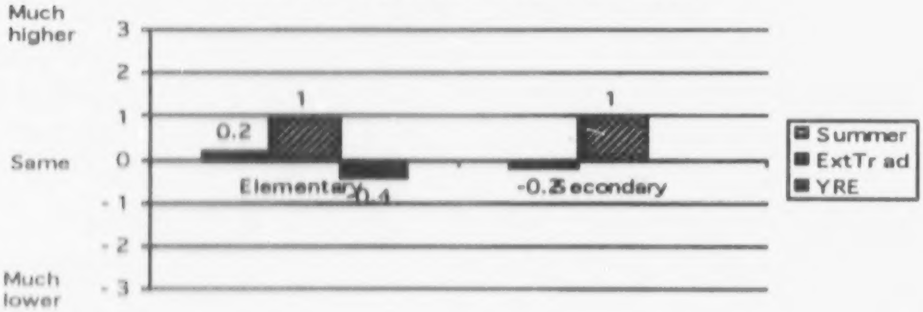


Ratings were higher among YRE and summer programs. Those factors identified in general and discussed relative to student results relate to teachers as well.

No change was observed among teachers working in longer traditional years, however. Indications of "burn out" were greater for this group; they reported significantly greater exhaustion at the end of the year and less eagerness to return at the start of a new year.

Figure 22

Mean Classroom Teacher Ratings of CHANGES in Burn out over the Past Two Years (N=220)



Teachers who enjoyed teaching the added days used significantly more constructivist teaching techniques. The statistical significance of these relationships held true for both elementary and secondary teachers.

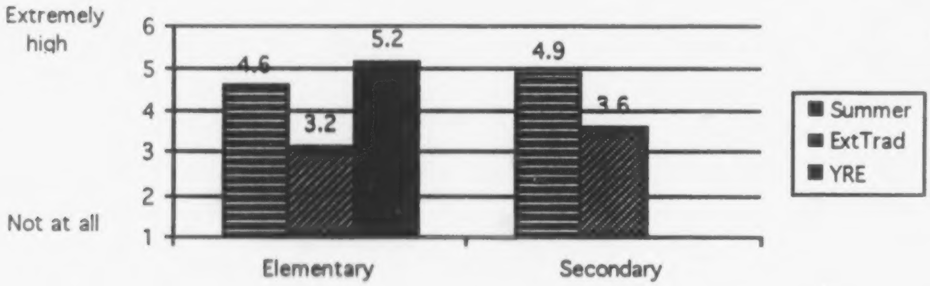
Generally, teachers were willing to try new approaches during ESY instructional days. The mean rating of "willingness to try new teaching methods" was 5.1 on the six-point scale, with no significant difference between teachers of elementary and secondary ESY students. Over the course of the two years, a greater willingness to take risks and try new approaches was reported by most classroom teachers.

Consistent with other program results, greater willingness to try new approaches is related to more positive attitudes towards extending the school year, greater administrator support, and opportunities for input into program planning. Teachers who saw a clearer relationship between the ESY program and school improvement plan were more open to change.

Program support. Teachers' enthusiasm for the ESY program varied greatly. Significant differences were found between ESY schedules at both the elementary and secondary levels (see Figure 23). These differences were statistically significant when attitudes held prior to program implementation were held constant with analysis of covariance. Thus, the attitudes reflected program experiences.

Figure 23

Mean Teacher Ratings of ESY Program Enthusiasm after Two Years of Implementation



Teachers generally were moderately supportive. The clear exception is those in longer school years without restructuring of the traditional calendar. Again, however, there was substantial variance within schedule groups, and there were classes/schools/programs which drew greater or lesser support within each group. Other variables from the school reform literature which have been discussed were related to differences in program support.

Staff Development

Two hundred and two teachers received additional staff development through the grant. On a six-point scale ranging from "not at all" to "extremely true", the mean estimate of the value of the staff development was 4.4. Fifty-five percent gave ratings of five or six; 18 percent gave ratings of four; and one-fourth gave ratings below four.

The examined characteristics of effective staff development correlated significantly with ratings of perceived value (see Appendix C). There were significant intercorrelations among the staff development characteristics and multiple regression analysis was used to identify the best set of unduplicated predictors of valuable professional development. Five of the characteristics independently accounted for over 70 percent of the variance in teacher ratings. These described the 1) perceived relevance of the professional development to the teachers' work, 2) ability to meet individual as well as group needs, 3) provision for planned follow-up, 4) inclusion of peer coaching and 5) technology use.

What impact did staff development have on instruction? When the value of the staff development was taken into account, outcomes were very clear and positive. The six-point perceived value scale was divided into three categories, high value (ratings of 5 or 6), moderate value (ratings of 3 or 4), and low value (ratings of 1 or 2). There were significant differences in the classroom use of best teaching practices among teachers in the three groups, even when differences in pre-program use of strategies were controlled with analysis of covariance. Classroom teachers who received valuable staff development used significantly more research based strategies than did teachers who received low value or no staff development. Teachers who participated in valuable staff development also engaged in significantly more collaborative teaching and planning and were more open to change.

STUDENT SURVEY

Demographics

Surveys were returned from a total of 993 students over grades three though 12, representing a 48 percent return rate. The distribution over grade levels is shown in Table 9.

Table 9

Distribution of Student Grade Levels for Survey Respondents

Grade	Frequency	Percentage
3	187	18.8%
4	288	29.0%
5	225	22.7%
6	78	7.9%
7	64	6.4%
8	34	3.4%
9	38	3.8%
10	27	2.7%
11	25	2.5%
12	27	2.7%
TOTAL	**993**	**100%**

Based on district definitions of levels, 73% fell in elementary schools, 15% in middle schools or junior highs, and 12% in high schools. The gender distribution was approximately 54 percent female and 46 percent male. Two thirds of respondents had participated in the ESY program for two years; for one-third, 1994-95 represented their first year in the program of added days.

Analyses

Results were examined in many of the same areas as were assessed with parents and teachers. The specific results are identified in Figure 24 .

Figure 24

Results Assessed in the ESY Student Survey

Academic Results
Increased learning with ESY
Retention in the fall

Affective Results
Attitude toward learning and self as learner
Attitudes towards extending the school year

School Behaviors
Attendance
Discipline problems

The variance in the results was analyzed in terms of program and student characteristics. These are shown in Figure 25.

Figure 25

Characteristics of Students and ESY Programs Studied in Relationship to ESY Results

Program
Schedule
Number of days added (10, 15 or more)
Instructional methods
  Active learning
  Cooperative learning

Student variables
Number of years in ESY program
Gender
School Level

Results

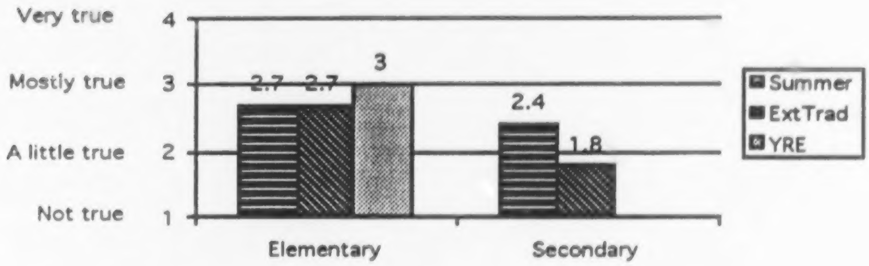
Results appear in a series of tables in the technical appendix, Appendix C.

Academic Gains. No differences were observed on the basis of gender, the number of days added, or the number of years students were in the program.

Elementary and secondary students differed significantly ($p<.001$) in their judgments that learning. Among both elementary and secondary students, there were significant differences in increased learning perceived by students participating in programs developed on different ESY schedules, with YRE most effective at the elementary level and summer more effective than longer traditional calendar years at secondary (see Figure 26).

Figure 26

ESY Student Responses to the Statement, "I learn more with more days of school.": A Comparison of ESY Program Schedules



Holding constant differences in general achievement level through analysis of covariance, students on different ESY schedules at both the elementary and secondary level differed significantly ($p<.001$) in their retention of skills over the summer. YRE students reported significantly greater retention at the elementary level. There were strong ($p<.01$) positive relationships between the use of active and cooperative teaching and learning practices and both increased learning and retention for all students.

Affective Results. Students reported moderately positive attitudes towards learning in ESY programs, although older students and males reported less favorable results than did younger students and females, respectively.

Students' attitudes towards the ESY program were generally low. The majority of students advised other districts not to get involved and their own district to drop it. The most frequent complaint was that their friends were out of school earlier.

Support for the program was unrelated to the number of days or the length of time in the program. Students' general level of school success was a strong factor (p<.001) in explaining attitudes toward the ESY program in their district and generalized beliefs that all schools should extend the school year. Students who are generally successful in school are more positive about adding days. The schedule was a significant factor only in explaining differences in secondary students' attitudes. Those in summer programs had generally elected to be.

Student attitudes towards their own programs and beliefs that all schools in Michigan should have additional days of school were both related to the instructional strategies used in schools. There was a significant (p<.01) relationship between participation in active, cooperative learning activities and beliefs that extending the school year is beneficial.

School Behaviors. Majorities of the over 900 respondents reported that they were not absent more and did not have more discipline problems in the longer school year. Approximately one in three, however, rated statements of increased absenteeism or increased behavioral problems to be mostly (3) or very true (4), on four-point scales. Differences were not significantly related to any of the ESY program features. Attendance and behavior were, however, significantly related to academic success, gender, and school level.

SUPPORT STAFF SURVEY

Demographics

One hundred and twenty-six staff members (24 percent of those surveyed in 12 districts) responded to a survey of support staff. The positions held by these individuals during the ESY Program are shown in Table 10:

Table 10

ESY Positions Held by Respondents to Support Staff Survey

Position	**Frequency**	**Percentage**
Teaching assistant	51	40.5%
Secretary, clerical assistant	31	24.6%
Food service worker, noon supervisor	21	16.7%
Bus Driver	6	4.8%
Custodian	11	8.7%
Other support	6	4.8%
Total	126	100%

The majority held the same role in ESY and the full 180 day program and generally judged that they had had sufficient training to do their work in the ESY program.

Analyses

The survey focused on program support after two years of implementation. It was assessed with the item "I am enthusiastic about the Extended School Year now."

Only ten percent of the responding support staff members (eleven individuals) received additional staff development through the ESY Program. Two-thirds of these were teaching assistants working with students. There were not sufficient responses to questions about the value and characteristics of the staff development to analyze results.

Analyses related the level of support to the program and staff characteristics shown below in Figure 27.

Figure 27

Characteristics of ESY Program and Support Staff Analyzed in Relationship to Perceived Program Results

Program Variables
ESY Schedule
Number of days added
Facility suitability

Staff Variables
Choice in ESY program participation
Attitude toward extending the school year
Participation in decision making
    Involvement in program design
    Input into ongoing planning
Training sufficient

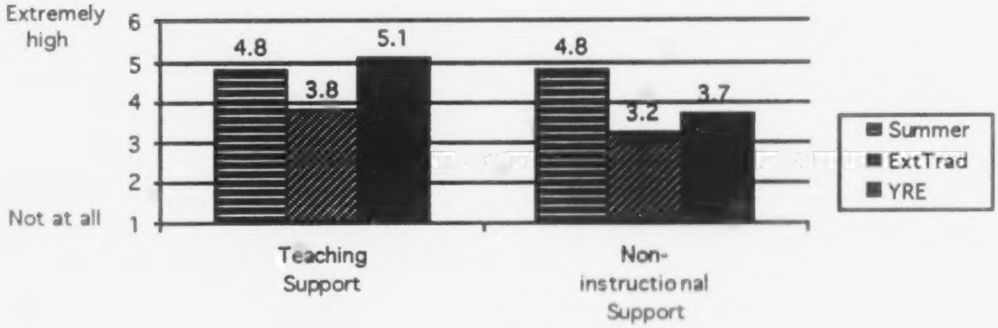
Results

Staff in different positions did not differ significantly in their levels of program support. When the positions were collapsed into two categories, instructional and non-instructional, a significant ($p<.05$) difference was observed, with instructional staff more positive about the program.

Examining these groups separately, staff in programs on different ESY schedules differed in level of program support. Differences among schedules were consistent across both types of roles. Both instructional and non-instructional support staff in schools lengthening a traditional school calendar reported significantly ($p<.05$) lower program support than did those on either of the other two schedules. Differences among schedules are depicted in Figure 28.

Figure 28

Mean Support Staff Ratings of ESY Program Enthusiasm after Two Years of Implementation



The suitability of the building and staff acceptance of a need for more school both were significant factors in explaining differences among staff.

Fifty percent of support staff reported they had no input (rating of one) into ongoing planning and only twenty percent gave ratings of 4 or more on the six-point scale. Having the opportunity for input was positively related to enthusiasm for the program, however. Three-fourths indicated they had no choice whether or not to work during the extra 10-20 days; those who participated by choice rated their support more highly.

Chapter VII
DISCUSSION

The discussion chapter addresses the specific evaluation questions framed, using data from multiple sources.

1. **How has extending the school year impacted student academic achievement? What are the components of extended school year programs most effective in impacting student achievement?**

There is evidence that an effective program extending the school year can make a difference in students' academic achievement. Sizable proportions of teachers, parents, and students report learning to be greater in the longer school year than in a 180-day program.

It is also clear that adding school days will not ensure increased achievement. The variability observed in ratings of academic gains is great, with sizable proportions of teachers, parents, and students reporting only slight or no increases in learning.

There are consistent factors predicting the effectiveness of an ESY program in raising achievement. The schedule for adding instructional days is an important factor. Judgments of parents, teachers, instructional support staff, and students consistently and strongly support extending the school year through implementation of a Year Round Education (YRE) calendar. Parents and students judge learning to be greater in the longer program than in a 180-day program. Teachers report improved student academic skills during special ESY days and generally over the two year period. Only classroom teachers in YRE schools observe greater retention of skills over the summer.

Adding days to the beginning and/or end of a traditional calendar is less effective in improving student achievement. Participants in schools which extended the traditional school calendar report students are less attentive at the end of the year and staff more exhausted. Numerous participants in these programs recommend the addition of short breaks to improve the program.

Consistently, the addition of instructional days through summer programs raises student achievement more than does adding days to a traditional year, but less than does a year round calendar. This may be due to the fact that summer programs were generally planned and implemented at the district level. There is greater carry-over from the ESY program to the regular school program in a YRE program.

Despite strong differences in academic gain relating to the ESY schedule, there remains considerable variance in programs following the same schedule. Additional factors must be recognized.

How the added time is used is critically important. Research on extended school year programs in Michigan replicates and extends the research on teaching and learning practices which best support student learning. Academic growth, and particularly growth in thinking and problem solving skills, is greatest in more constructivist extended year programs which involve students in active, cooperative, meaningful learning. Students judging that they learn more in the longer year report more time spent in activities and group work. Teachers reporting greater use of constructivist teaching, multi-age grouping, and technology, observe greater gains, both in separate ESY programs and over the two full two years of program implementation.

The use of these strategies engages students in the learning process. The time on task research demonstrates that learning occurs when students are engaged and successful. It is the increase in engaged, productive learning time, not in scheduled time, which raises student achievement.

Changes in teaching and learning occur within a broad context of school reform and a clear relationship between the extended school year program and the overall plan for school improvement is the most significant factor in explaining academic gains perceived by teachers. Development of a school improvement plan focuses the school community's efforts.

It is crucial to gain consensus among stakeholders on the value of adding days as a strategy for school improvement. There is strong evidence that students learn more in programs in which parents, teachers, administrators and support staff value extending the year. Valuing added days impacts staff use of additional instructional time and parents' support of their children's ESY learning.

ESY programs which foster a close home-school relationship raise achievement to a greater degree. The school provides sufficient information to parents and creates an environment in which parents feel welcome. Parents are involved in program planning and evaluation.

Administrator support for the ESY program is relevant to program academic success. In a number of successful programs, teachers are given authority to plan curriculum content to meet district curriculum goals, and they build on their own expertise and interests. They more frequently collaborate in planning and implementing instruction. In programs effective in improving student skills, assessment is more authentic, tied to the learning activities directly through observation of student products and processes. Student self assessment is ongoing.

2. **How have the extended school year programs impacted students in other ways (e.g. motivation, attendance, etc.)?**
What are the components of extended school year programs effectively impacting students in these areas?

The strongest gains over the two years of ESY implementation are observed in the affective areas. Through more time spent in *engaging* learning activities, there is an increase in positive attitudes toward learning. Through more active learning within groups, cooperative work skills are improved.

Like academic gains, differences in improved attitudes towards learning and confidence as learners are related to the schedule followed in an extended year. The greatest gains are in year round education calendar programs, followed by summer programs. Students in longer traditional calendars have not generally increased interest in learning.

The ESY program appears to have little impact on overall discipline or attendance, although a slight increase in discipline problems was observed when a traditional calendar was lengthened and attendance is less consistent in optional ESY programs. There are ways of being mentally absent, however, and there is a reduction in student attentiveness at the end of an extended year when the traditional school year is lengthened.

Consistent with findings related to improved academic skills, affective and social skills are also strongly related to participants having a clear understanding of the program's relationship to an overall school improvement plan, the degree of support for extending the school year held by adult stakeholders, the support of administrators, and opportunities for broad input into planning. Increased teacher collaboration also is a positive factor in enhancing schools as cooperative work environments.

3. What has been the impact of the Extended School Year Program on other stakeholders?

a. Parents

b. School staff, including teachers, administrators, support staff

Parents. Greater parent involvement is possible through a family's participation in an innovative ESY program. The original planning grant required community involvement in planning, and virtually all districts conducted informational meetings and surveyed parents to some extent before extending the school year. Over the two years, parents' continued involvement strengthened the programs' outcomes for students. Parents' program involvement is strongly dependent, however, on extensive school to home communication and continued inclusion in decision making.

The ESY schedule is also relevant to levels of parent support. Participation in summer and year round school programs is associated with moderately increased parent involvement, as observed by teachers and reported by parents. An extended traditional calendar is actually associated with reduced school participation and support.

Parental choice in attending the longer year is a strong component in the school and program support of parents. Many parents, particularly in summer programs, emphasize that their support is contingent on the program remaining optional. There is a strong minority of parents who argue vehemently that the long summer is needed for play, sports and camp activities, and family time. Parents of secondary students add the difficulty of students' holding summer jobs within an extended school calendar. These objections are most common in programs which have extended school without other identifiable changes in the calendar or in instructional practices.

Most families do not find it hard to arrange the family's schedule around the ESY program. Those who do have greater difficulty report conflict between the ESY program and student activities outside of school (e.g. Scouting, church, and sports activities). Scheduling family vacations and complying with alternate parent summer custody arrangements are identified as problems by some. The family's flexibility in scheduling family vacation time is an issue. The YRE calendar is praised by some for the opportunity for off-season vacations.

School staff. Through added staff development and participation in ESY programs encouraging innovation, teachers became more willing to try innovative, research-based teaching techniques. The extra day programs in many districts were deliberately designed to provide a safe environment in which teachers could try new strategies. Over the two years of the program, teachers reported increased openness to change and higher use of practices which have been identified as successful in enabling all children to use complex thinking and problem solving processes at a high level.

There is great variance in these outcomes, however. On average, teachers in YRE and summer programs report greater openness to change and increased use of innovative practices than do teachers in extended traditional programs. Those who feel they have a choice in teaching extra days generally report greater change. Summer ESY teaching was in all cases a choice. In schools in which days were added to a traditional or a year round calendar, all teachers were in schools for a longer duration from the start to the end of school. There was choice, however, in teaching beyond 180 days, in all but one district.

Teachers who have flexibility in planning instructional programs and who participate in ongoing program decision making enjoy ESY teaching more. The degree to which teachers share a vision that adding school days is important explains not only effective use of time with students, but also the teachers' pleasure in teaching.

Consistent with other results throughout the survey research, support staff working in schools with extended traditional calendars are less supportive of the program. Like parents and teachers, the more support staff value extending the school year and have opportunities to participate in decision making, the more supportive they are.

Administrators directly responsible for program management support the program most consistently and are potentially most exhausted by it. With the additional school days required to open and close schools, the summers are most reduced for this group. Most participating administrators chose to become involved. Summer programs were managed by an administrator choosing to do so. Administrators of schools piloting the year round education calendar applied for this opportunity. Administrators in districts extending a traditional calendar generally participated in the decision to implement an ESY program.

4. What impact has additional professional development had on instruction? What are the components of effective professional development programs?

This research demonstrates professional development to be valuable in changing teaching behaviors. The impact of staff development is directly related to its perceived value, however. Consistent with other research on effective staff development, valuable staff development is relevant to the work of the participants and meets personal, as well as group, needs and interests. Participants have a role in planning, and staff developers include peers as well as visiting experts. Effective staff development includes peer coaches and allows participants to interact in group discussions. The use of technology further allows participants to interact with the material and with a network of teachers experimenting with new methods. Finally, effective staff development is ongoing, with planned opportunities for follow-up.

Highly effective staff development results in increased use of effective teaching strategies described in discussions of improving student achievement, attitudes towards learning and self confidence. The impact of low value staff development differs little from that of no staff development.

5. What issues must be addressed in extending the school year? What creative strategies have been developed to resolve these issues?

All survey respondents were asked to identify those issues most important to extending a school year. Issues can be grouped in broad categories.

1) Planning And Decision Making.

Survey and interview data consistently supports the literature on participative decision making. Results are more positive when teachers, parents, and support staff have input into planning and ongoing decision making. Communication is essential. Empowerment of those responsible for results and regular communication are both significant issues.

2) "Buy In", Commitment To The ESY Program.

Beliefs about the value of extending the school year consistently relate to all ESY program outcomes, and "buy in" of other stakeholders is listed among top issues by multiple groups. While majorities of teachers and parents believe students need more time in educational settings, there remains some strong opposition.

Parental opposition is exemplified by the parent who wrote, "We had children because we like them and desire to spend a lot of time with them. 'Formal' education is good, but family values and much more can be taught at home." and the parent writing "...my kids have always played baseball in the summer. Now they won't because they want time off. I am not saying baseball is the most important thing in the world, but the socializing, the interactions with other children, in a relaxed setting, the fresh air, the exercising, the responsibility to your team mates, rules to be followed and fair play are important lessons to learn as well." A third comment typifies the feelings of many, "Kids grow up fast enough and have to get a job (work year round). Let them enjoy being kids while they can - give them the summer months."

Negative teacher attitudes are exemplified by the teacher, writing, "Why do some people believe adding more onto our school year will improve schools and raise student achievement? In this case, doing more of the same (which is educating our children much the same way we were educated--schools change so slowly because it is hard to effectively train teachers to risk and try new ways of teaching) is actually destructive for students who are stressed-out by spending so much time in school and for teachers who are exhausted."

There is ample research linking attitudes and behavior. Anecdotal evidence indicates parents who do not value a longer school year undermine program goals in subtle and not so subtle ways with their children. Teachers believing an ESY program to be unnecessary do not use the added time effectively.

It is imperative that the purpose of extending the school year be understood and program support built.

3) **Scheduling.**

There are numerous specific scheduling issues related to the added days, class hours, start and end time, and professional development and planning.

Added days. There is consistent evidence on the advantages of restructuring the calendar, rather than just extending it. The Year Round calendar restructures the school year by scheduling short breaks throughout the year while shortening the summer vacation. Extending a traditional calendar by adding days in August, June or both has less positive student academic, affective, and behavioral student outcomes than does implementing a YRE program.

Adding time during summer breaks avoids the level of "burn out" evident in schools extending a traditional calendar. The results for students are not as positive, however, as those observed in YRE schools. It is believed that this reflects the focus of summer programs at the district, rather than school, level.

Class hours. Allocation of time during the extra days should be addressed. To support the more hands-on, interdisciplinary, cooperative learning activities directly related to improved academic and affective results, classes need to be scheduled in longer blocks of time. Instead of the 45 or 50 minute classes, districts typically implemented classes of an hour and a half.

School start and end times. Many districts scheduled days during June, July and August to begin and end earlier. It was reasoned that students would thus be in unairconditioned buildings during the cooler part of the day and would have more time in the afternoon to enjoy the summer. Some parents like children getting out of school earlier on summer days. Others object to it, noting that day care arrangements are not easily shifted to accommodate revised periods in which parents are at work and students out of school; they want the schedule to remain unchanged. Others observe that children stay up later during warm, daylight savings hours, and it is difficult getting them to bed to get up even earlier in the morning than usual. These parents would like school to begin later in the summer. For every parent who supports starting school earlier, another supports keeping the schedule the same as the rest of the year, and a third urges schools to start later in the summer. The lack of consensus suggests this is a community issue, and schools and families must collaborate in working out schedules.

Scheduling planning time and professional development. Educational communities must recognize that the addition of instructional days will require an investment of time considerably greater than the number of added days and that planning time must be provided. Districts planning YRE intersession programs which begin at the start of the intersession break experience difficulty finding time to plan the intersessions. Districts planning summer programs which begin immediately after school adjourns experience the same planning pressure. When the district choses to begin summer programs one or two weeks after the close of school, however, parents objected that students had become accustomed to being out of school and did not want to return. These parents felt it would have been easier to start back immediately.

Scheduling staff development is equally difficult. Adding instructional days and simultaneously increasing the number of half-days or inservice days, as many districts did, raises many concerns for parents. Particularly in schools extending a traditional calendar, many parents voice their perception that if so many half days weren't added, there would be no need to extend the school year. They also object to half-days as ineffective for teaching and learning.

Scheduling issues require communication and participative decision making. Parents and teachers must have input into the most effective scheduling solutions.

4) **Student Enrollment.**

An issue for all schools is the identification of students targeted for an ESY program. While the grant allowed targeting of subgroups based on identified needs, all districts chose to run inclusive programs and encourage all students to attend. Summer ESY programs frequently restricted special education student enrollment to those residing within the district, and out of district students in county-wide programs were ineligible. This was due to transportation, and therefore financial, not philosophical, concerns.

While all students were eligible, the majority of districts ran programs which were optional for students and families. Having a choice is a strong predictor of program outcomes, and many participants maintain the program must be kept optional. Several schools requiring attendance in the extra days produced very positive results, however. Choices were given to parents in other areas, such as school start time, calendar configuration, day care options, curriculum, etc.

The inclusiveness of the ESY programs is believed to be positive, consistent with a commitment to educating all students. There are unresolved questions about the mandatory/optional issue, however. We recognize that children learn in different ways and at different rates.

How are these needs best met? Should more time be optional for students who are failing to learn essential material? More time in the same unsuccessful learning environment, reviewing the same content in the same way is not expected to greatly alter results, however. Extended programs must expand the ways in which instruction is delivered.

A number of teachers in optional extra day programs express pleasure in teaching ESY classes due to the fact that only interested, motivated students attend. Parents and students also praise the fact that the "trouble makers" aren't in school. While these are understandable reactions, they raises questions about the ability of an optional ESY program to meet the needs of those most at risk of failing or leaving school.

5) **Staffing.**

All but one of fourteen districts made teaching of additional days optional. Summer programs were strictly voluntary. Extended traditional and year round calendars required teachers to begin teaching earlier and end later but allowed increased unpaid leave time during the year. For all districts, union agreements with amendments or additions to the contract, were needed. Involving teacher unions in the earliest discussions of plans for ESY is imperative.

Teachers choosing to participate in the ESY program are more positive towards the teaching experience. At the same time, parents were offended and angered by the fact that teachers were not required to be in school when students were and there are many complaints about increased numbers of substitute teacher days.

In school based programs, the use of substitutes was variously effective. It was most effective where a consistent group of substitute teachers was hired. These teachers were able to form ongoing relationships with students and with classroom teachers, contributing to a sustained, systemic effort to achieve goals and objectives. Without adequate communication between substitute and classroom teachers, the threat exists that the added time with substitutes is not productive learning time.

6) Curriculum (I.E. Goals And Objectives, Content, Methods, Materials, Assessment).

The most effective ESY programs are those that clearly relate to the overall school improvement plan. Extra time is used to provide more and varied opportunities to meet district objectives. "More of the same" instruction, when it is teacher directed and textbook driven, is not the answer. The evidence is clear that using time to cover more curriculum units is not effective. Using more time to increase the *depth* of understanding, not the breath of content coverage, will make a difference. Using more time to focus on connections between school objectives and community issues will enhance understanding. Using more time to include more thematic exploration, more complex student directed projects, more student reflection and self assessment is important to improving school results.

Many districts chose to use extra time for enrichment. There is evidence that enrichment meets the need of students at both ends of the achievement continuum. Frequently, the enrichment curriculum focused on interest areas of teachers and students. The curriculum should still focus on district skill objectives. Whatever the topic, valued skills in reading, writing, math, science, etc. should be developed.

Use of extended time to offer enrichment programs which are primarily recreational may enhance affective outcomes. In rural districts, the schools may be the only institution with the capacity to provide these activities for young people, and they fill a real need in the community. However, these do not increase achievement as effectively as do programs with academic goals tied to the rest of the school year.

There is a split in attitudes of the learning community to ESY curriculum. A large majority of parents identify innovative techniques of ESY programs as strengths. They praise the use of more hands on activities and stress the enthusiasm observed in their children. A strong minority of families, however, objected to enrichment classes and indicated curriculum to be a program weakness. These parents commented that the ESY program should focus more on the basic core curriculum. A national concern about the role of schools was seen in reactions to ESY curriculum, as exemplified by the parent indicating "...Our district chose to study different cultures. I feel that as a parent this is my responsibility and the school is to teach the basic fundamentals only." Dialogue between school and home are essential to resolving some of the differences.

The most positive programs are associated with a change in business as usual. Adding separate and exciting curriculum for 15 of 195 days (eight percent of the school year) will not improve achievement, nor make life-long learners of students.

7) **Additional staff development and planning time.**

The teaching and learning methods most beneficial to students require increased planning time. Effective, ongoing staff development is significant in changing teacher behaviors. Teachers identify needs in these areas as critical issues and they must be included if a district plans to add days as a school improvement initiative.

8) **Student services (i.e. transportation, food services, counseling, health, specials-art/music/physical education, etc.).**

Attention needs to be given to the provision of supplemental student services. Only a few districts provide counseling, health, and traditional specials (art, music, physical education) during ESY. Transportation and food services were provided by most. Numerous districts offered day care for students before and after school. These services are costly, yet serve real family needs and promote program acceptance.

9) **Physical space and comfort.**

Air conditioning should be a major consideration for any district considering extending the school year. Physical discomfort is a major constraint to meeting program objectives. It directly affects participants' motivation to work hard and ability to pay attention, reducing the productive use of instructional time. It becomes a morale issue, undermining participants commitment to the program. Teacher attitudes are exemplified by the comment, "Climate Control should be a mandatory part of every building in which we expect students to achieve, especially if it is to take place in the summer months". Another teacher asks, "What Michigan business works from May to October without it? The Administration Offices usually have it!"

10) **Funding.**

Clearly, funding is a major issue. Items impacting program effectiveness, such as air conditioning, food service, transportation, day care, parent communication, etc. all represent expenditures. Additional funds are needed for instructional supplies and field trips to support diverse and innovative methods.

Personnel constitute the largest school budget expenditure. In addition to the teaching staff, it must be realized that an ESY impacts the work loads of business office employees, school administrators, secretarial staff, and other school support personnel. Planning must include representatives of all school employee groups. It is believed that maintaining existing salary structures while redefining the length of the school year will sabotage the program.

An extended school year must be considered within the broad context of school improvement. Creative uses of community human resources, in conjunction with school staffs responsible for student outcomes over time, are needed. Coordination of funds to support systemic efforts, not special but separate projects, is best.

6. **How did the Extended School Year Program serve as a strategy in the district school improvement plan? How did it support systemic reform?**

In the most effective programs, either the committee planning the ESY program is the same as the school improvement committee or the coordinator of the ESY planning committee is a member of the school improvement committee and information is shared regularly. Planning committees include cross sections of the educational school community, with representation of administrators, teachers, impacted support staff, parents, community members, and students.

Often, universities and other community resources are represented. Information is disseminated regularly to all groups and opportunities for discussion and input are planned.

Teachers of ESY days base the ESY curriculum on district curriculum objectives. There is authentic assessment of student progress during extra days. Carry-over between ESY days and other school days is planned. Where different staffs teach the added and regular school days, staffs coordinate objectives and communicate on student progress.

Teaching and learning exemplifies research based "best practices". There is a deliberate effort to expand best practices throughout the school year, not limit them to a special program. Time is provided for planning and collaboration. Staff development supports desired changes and is given to all adults impacting students- not just special ESY teachers, but classroom teachers responsible for students the full year, not just teachers but the support staff as well.

These characteristics ensure a focus among stakeholders and across the school year.

Chapter VIII
SUMMARY AND CONCLUSIONS

Section 101a of the Michigan State Aid Act provided competitive grants to public school districts from 1992 through 1995 to extend the number of instructional days in the school year from 180 to at least 190. The majority of districts added 15 days. In 1994-95, fifteen districts had completed a full year of extended school year (ESY) implementation and were in their second or third year of the program. These districts were the focus of this evaluation study.

The research indicates that high quality extensions to the school year can improve student achievement, as well as raise students' capacity for life-long learning. The quality of the program and of the planning process determines if ESY is effective.

There is no guarantee that increasing the number of days in school improves educational results for students. The literature on "time on task" is clear regarding the complexity of "time". The amount of time scheduled in schools is only the broadest parameter. It is the extension of productive learning time that increases learning. Much productive learning time in schools is lost to non-instructional activities (i.e. lunch, recess, announcements, etc.) and ineffective use of instructional time. High quality instructional experiences in which a student is attentive, putting forth effort, challenged, and successful result in productive learning.

Factors which enhance productive learning lead to successful ESY programs. The schedule for adding school days plays a very significant role in the results of an ESY program. Three broadly defined schedules were defined: 1) summer programs, which add days during the summer and possibly other breaks without altering the traditional school calendar, 2) extended traditional calendar programs which lengthen a traditional school calendar, and 3) year round education (YRE) programs, which add days to a YRE calendar. The YRE calendar restructures the school year, adding periodic short breaks, known as "intersessions", throughout the year. Michigan YRE districts added school days during the breaks or to the calendar itself.

YRE programs were consistently found to have the most positive results for students, teachers, and families. Student achievement and attitudes towards learning improve and students retain skills better over the summer. Teachers' attitudes towards their professions are more positive in the YRE programs. Extensions to the YRE calendar avoided the "burn out" of staff and students evident in programs which lengthened a traditional calendar without the addition of periodic breaks. Summer programs were less effective in improving student outcomes than YRE programs, but more so than the extended traditional calendar.

The effects over the two year implementation period were also perceived more positively in YRE programs. Implementation of a YRE program, restructuring the full year, is a more comprehensive, systemic change initiative. School reform literature focuses on the importance for systemic change. Change is systemic when all persons are committed to the change and all aspects of the program are aligned in support. *Focus* is the key.

Evidence of a systemic reform effort explains much of the differences in results. A clear relationship between the ESY program and the school improvement plan proves to be one of the strongest factors in predicting program success. Districts and schools (on all three schedules) which integrated the ESY program into a comprehensive plan for school improvement were more effective.

A shared vision, also relevant to systemic change, is critical to the effectiveness of an ESY program. Program participants' beliefs about the value of extending the school year are important to the realization of ESY's potential. Clearly, attitudes impact behaviors. Teachers who value having more time use it better and parents who value the opportunity for their children to receive more school days support the ESY program. They communicate their belief that extra school is important to their children in direct and indirect ways which impact student attitude and behavior.

It is important that all participants be meaningfully involved in ongoing ESY decision making. The most effective programs maintained high levels of communication with the community and offered opportunities for all groups to give meaningful input.

During the added days, many districts gave teachers freedom to plan and implement instructional programs based on areas of interest and expertise. Empowering teachers to design classes of special interest to staff and/or students, when they are tied to essential skills (e.g. writing, reading, mathematical and scientific problem solving, etc.) can be very effective. The danger lies in changing teaching and learning during specialty classes but not during the other 180 days. Engaging instruction cannot be a break from "real school", which is still assumed must be boring and irrelevant.

Educational research identifies instructional practices that engage students and develop them as thoughtful learners. Practices which involve students in actively constructing meaning have been found more effective than traditional didactic teaching methods which places students in the role of passively *receiving* knowledge. Most ESY programs implemented under this grant program sought change in the teaching and learning process. They emphasized more active, cooperative, interdisciplinary learning of meaningful concepts relevant to life outside the classroom. There were many more field trips into the community and community resources brought into the schools. Learning and attitudes toward learning were high during ESY days to the extent that these methods were used. Learning and attitudes generally increased over the two year period to the extent that classroom teachers used these practices throughout the year

Wiggins (1989), in "The Futility of Trying to Teach Everything of Importance", stressed that "Students cannot possibly learn everything of value by the time they leave school, but we can instill in them the desire to keep questioning throughout their lives." Using extended time to "cover" more curriculum is not an effective use of more time in terms of student success and will not abate the overwhelming frustration of many teachers feeling there is too much curriculum to cover in a year. Developing students' skills in questioning, using resources, and reasoning requires instructional practices that are more time consuming. Using the added time to go into greater *depth* and plan student initiated investigations *does* improve students' essential academic skills, attitudes towards learning, and confidence in themselves as learners.

ESY programs made the largest difference to the extent that the nature of school and work changed throughout the year. ESY was not necessarily seen as the primary *cause* of changes but as an integral part of a systemic effort at restructuring the ways in which time and learning are scheduled, planned, and monitored, ways in which students are grouped, instruction is delivered, the school community is brought into partnership, etc.

One of the positive outcomes of Section 101a was an increase in teachers' reported willingness to modify teaching and learning. It is probably because ESY programs were initiated in the context of school reform. Adding days without changing fundamental assumptions about teaching and learning is unlikely to make a difference.

The grant's provision for increased staff development days, along with increased instructional days, was a very strong component of the program. Teachers participating in *quality* staff development programs did increase their usage of effective teaching and learning strategies. Weak staff development, with limited attention to *application* of concepts in classrooms and little opportunity for peer coaching, collegial interaction, participation in planning, or follow-up to the day's training is ineffective in modifying teachers' classroom behaviors.

These districts voluntarily piloted ESY programs. The *individual's* choice in participating in the added days is related to positive program outcomes, as well.

No single factor determines success. *Taken together*, all significant factors contribute to the degree of effectiveness in raising student achievement. An administrator who is highly supportive of extended school years cannot develop an effective program without teacher and community support. Enthusiastic teachers will have difficulty without some level of administrative support, due to the many issues related to central office, supplies, planning time, etc. An enthusiastic school staff cannot proceed successfully without extensive communication with and involvement of the community. Acknowledgment of the whole school community that increasing academic time will be beneficial will not result in expected gains unless the instructional methods are consistent with research on human learning and time is scheduled to support learning and retention. In addition, it is repeatedly observed that the suitability of the school facility to extending into summer months is vitally important

A strength of this study lies in the focus on *how* time is used. Specific practices were examined at the classroom level, not defined from program descriptions. The practices investigated were based on educational research. However, the effectiveness, in terms of improved academic and affective results was empirically determined, not as judged a priori. Teachers who report greater or lesser use of these practices do see differential results.

The reliance on self report is a limitation of survey research. Nevertheless, the collection of detailed qualitative and quantitative data from almost 2000 program participants, including teachers, parents, students, support staff members, executive administrators and board members across 12 school districts and over 40 individual schools, makes the study valuable. The consistency of findings across stakeholder groups supports their validity.

Differences in district program enrollment, giving greater weight to larger programs, make state-wide statistics about ESY program effectiveness problematic. Participants did not participate in a single program, but in fourteen district programs and in fact many more programs defined at the school level. The purpose was not to complete fourteen separate program evaluations, however, so common themes were investigated.

Section 101a allowed the direct comparison of diverse programs for extending the school year. It was possible to compare school programs which planned and implemented an additional 10-15 days in very different ways. The results have implications for other districts exploring the extension of the school year.

Research on extending the school year needs to continue. It is widely recognized that change takes time, at least three to five years. Evaluating results at the conclusion of the second year of a new program is useful for identifying trends and key issues but is premature for drawing conclusions about the long term impact.

ESY is a complex school reform issue, particularly in a time of shrinking educational funds. The need to educate all children at a high level indicates that multiple and varied opportunities must be provided to all. How time can be restructured, extended, and used differently to meet this challenge is important.

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APPENDIX A

District Demographics and Program Features

Section 101a School Districts participating in Year Two Evaluation

Demographics

District	Location	Description	Approximate District Enrollment	Eligible Students	Approximate ESY Program Enrollment*	Participating Schools		
						el	ms/jh	hs
Big Rapids	N. Central MI	small town	2,300	district-wide	2300	4	1	1
Central Montcalm	Central MI	rural	3,700	district-wide	480	2	1	1
Dryden	S.E. MI	rural	750	district-wide	80	1		
Fennville	S.W. MI	rural	1,500	district-wide	230	1	2	1
Ferndale	S.E. MI	suburban	5,000	1 elem. school	190	1		
Goodrich	S.E. MI	rural	1,500	district-wide	1500	1	1	1
Grand Rapids	S.W. MI	urban	22,000	2 elem. schools	440	2		
Holt	Central MI	suburban	5,000	district-wide	4525	6	3	2
Huron Valley	S.E. MI	suburban	10,000	4 elem. schools	340	4		
Lakeview	S. Central MI	suburban	3,300	all elementary	540	4	1	
Palo	Central MI	rural	200	district-wide	140	1	1	
Pontiac	S.E. MI	urban	13,000	2 elem. schools	800	2		
Waterford	S.E. MI	suburban	12,000	1 elem. school	300	1		
Wayland	S.W. MI	rural	2,800	district-wide	1200	2	3	1
						32	13	7

* Kindergarten was ineligible for Section 101A funding. Many districts included kindergarten in their programs with other funding. Kindergarten is not included in these figures.

Section 101a ESY Districts participating in Year Two Evaluation

Program Descriptions

District	ESY Schedule	Added days: Instruction-staff. dev.	Program Grade Levels*
Big Rapids	Summer Program	15-5	1-12
Central Montcalm	Summer Program	15-5	1-12
Dryden	Summer Program	15-5	1-6
Fennville	Summer Program	10-10	1-12
Ferndale	Year Round Education	20-0	1-6
Goodrich	Extended Traditional Calendar	15-5	1-12
Grand Rapids	Extended Traditional Calendar	15-5	1-6
Holt	Extended Traditional Calendar/ YRE pilot	10-10	1-12
Huron Valley	Year Round Education	10-10	1-5
Lakeview	Summer Program	15-5	1-6
Palo	Summer Program	15-5	1-8
Pontiac	Year Round Education	15-5	1-5
Waterford	Year Round Education	15-5	1-5
Wayland	Summer Program	15-5	1-12

* Kindergarten was ineligible for Section 101A funding. Many districts included kindergarten in their programs with other funding. Kindergarten is not included in the evaluation

APPENDIX B

Survey Instruments

MICHIGAN EXTENDED SCHOOL YEAR
SUPERINTENDENT AND BOARD MEMBER SURVEY

1. What is your current position in the district?

___ 1. Superintendent
___ 2. Board member
___ 3. Assistant Superintendent-Curriculum
___ 4. Other: ______________________

2. Were you in your current position in 1992 when your district applied for the Section 101A Extended School Year (ESY) Planning grant?

___ 1. Yes
___ 2. No (**IF NO**: What position did you hold? ______________________)

3. Different districts have added 10-20 days of instruction, funded through this grant, in different ways. Which describes your district's program(s)?

___ 1. Summer program
___ 2. Year round school intersessions
___ 3. Extended school calendar
___ 4. Other: ______________________

4. **HOW SUPPORTIVE** have you been of the Extended School Year over the life of the grant? Use the scale below and circle the ratings to show your support at each of the times listed.

NA	1	2	3	4	5	6
Not applicable	*Not at all*	*Slightly*		*Somewhat*		*Extremely*

a. ***1992*** - When the district first applied for an Extended School Year planning grant NA 1 2 3 4 5 6
b. ***1993*** - When the district applied for the first implementation grant NA 1 2 3 4 5 6
c. ***1994*** - When the district applied to continue the program a second year NA 1 2 3 4 5 6

5. **HOW FREQUENTLY** have you visited ESY schools during the additional student days?

___ 1. Rarely or never
___ 2. A few times
___ 3. Frequently
___ 4. Very frequently

6. How is the ESY program related to other district school improvement efforts?

7. What have been the greatest benefits of the ESY program to students, staff, and/ or the community?

8. Please circle the appropriate ratings to show **HOW TRUE** each of the following statements is for you. Use the scale below.

NA	**1**	**2**	**3**	**4**	**5**	**6**
Not applicable	*Not at all*		*Slightly*	*Somewhat*		*Extremely*

a.	I was involved in the planning/ design of the program.	NA	1	2	3	4	5	6
b.	I am involved in ongoing program decision making.	NA	1	2	3	4	5	6
c.	I receive information regularly about the ESY program.	NA	1	2	3	4	5	6
d.	I am knowledgeable about our ESY program.	NA	1	2	3	4	5	6
e.	Parent comments about the ESY program have been positive.	NA	1	2	3	4	5	6
f.	I believe students must attend more than 180 days of school if they are to be academically prepared to succeed in today's world.	NA	1	2	3	4	5	6
g.	I believe schools should remain open more than 180 days to keep students safe and busy.	NA	1	2	3	4	5	6
h.	The role of the teacher is to deliver information.	NA	1	2	3	4	5	6
i.	The extra staff development is improving our teaching staff.	NA	1	2	3	4	5	6
j.	Our ESY program exists as a separate project, distinct from the traditional 180 days of instruction.	NA	1	2	3	4	5	6
k.	Students who need extra help get it in the ESY program.	NA	1	2	3	4	5	6
l.	Students who need to be further challenged get it in the ESY program.	NA	1	2	3	4	5	6
m.	I think the ESY program should be continued in this district.	NA	1	2	3	4	5	6
n.	Other priorities will force the elimination of the extra days.	NA	1	2	3	4	5	6

9. The State of Michigan wants all districts to consider adding instructional days to the school year. Based on your experience, what do you think are the **most important issues** to address if this is to improve schools and raise student achievement?

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THANK YOU VERY MUCH FOR YOUR TIME.

MICHIGAN EXTENDED SCHOOL YEAR
PARENT SURVEY

1. How many children do you have in this year's Extended School Year (ESY) program? ___

2. Please circle the current grade level(s) of your child(ren) in the Extended School Year.
   k 1 2 3 4 5 6 7 8 9 10 11 12

3. Do you have a choice of whether or not to participate in the extra 10-20 school days?
   ___ 1. Yes ___ 2. No ___ 3. Somewhat (please explain):

4. Was your child/children in the program other years? ___ 1. Yes ___ 2. No

5. Do you have other children who are **NOT** participating? ___ 1. Yes ___ 2. No

IF THE ANSWER TO QUESTION 5 WAS YES, PLEASE ANSWER QUESTIONS 5A - 5D.

5A. In what grades are the children who do not attend ESY days? (Check all that apply.)

___ 1. Pre-school
___ 2. Kindergarten
___ 3. Grade 1 or 2
___ 4. Grades 3-5
___ 5. Grades 6-8
___ 6. Grades 9-12
___ 7. Out of high school

5B. What is the reason these children do not attend the extra days? (Check all that apply.)

___ 1. Child is not in the school district.
___ 2. Program is not offered at that grade.
___ 3. Child has other activities during the time the program is offered.
___ 4. Child did not want to participate.
___ 5. Other reason (Please list): ______________________

5C. How difficult has it been with children on different schedules? (Check your rating.)

___ 1. Not difficult
___ 2. Slightly difficult
___ 3. Moderately difficult
___ 4. Extremely difficult

5D. What specifically has been difficult?

6. Different districts added the extra 10-20 days of school in different ways.
   Which best describes your experience?

___ 1. Summer program
___ 2. Year round school intersessions
___ 3. Longer school calendar
___ 4. Other: ______________________

7. What does your child(ren) say about the longer school year?

8. *A series of statements follow. Read each one and use the key below to indicate how true this is for you. Circle your ratings.*

1	2	3	4	5	6
Not at all	*Slightly*		*Moderately*		*Extremely*

a.	I receive enough information about the Extended School Year.	1	2	3	4	5	6
b.	I feel welcome at the school during the extra 10-20 days.	1	2	3	4	5	6
c.	I feel welcome at the school all year long.	1	2	3	4	5	6
d.	The longer school year conflicts with my child's activities outside of school (church, sports, scouts, camp, etc.).	1	2	3	4	5	6
e.	It has been hard to arrange the family's schedule around the Extended School Year calendar.	1	2	3	4	5	6
f.	My child is learning more in the longer school year than in a regular180-day year.	1	2	3	4	5	6
g.	My child seems to really enjoy learning in this program.	1	2	3	4	5	6
h.	The program meets my child's needs and interests.	1	2	3	4	5	6
i.	I have had more trouble getting my child to go to school during the longer school year.	1	2	3	4	5	6
j.	My child has had more discipline problems in the longer year.	1	2	3	4	5	6
k.	I believe students must attend more than 180 days of school if they are going to be able to succeed in today's world.	1	2	3	4	5	6
l.	I believe schools must remain open more than 180 days to keep students safe and busy.	1	2	3	4	5	6
m.	The school building is suitable to a longer school year.	1	2	3	4	5	6
n.	I was enthusiastic about the ESY before it started.	1	2	3	4	5	6
o.	I am enthusiastic about the ESY now.	1	2	3	4	5	6

9. If you have more than 1 child in the program, did you want to answer differently for different children? Please discuss any differences.

10. What do you like best about the Extended School Year?

11. What would you change about the Extended School Year?

12. How involved have you been in the Extended School Year program?
Use the scale below to rate your involvement in each of the areas listed. Circle your ratings.

1 Not involved	2 Slightly Involved	3 Involved	4 Extremely involved

a.	Planning the program	1	2	3	4
b.	Volunteering with school learning activities	1	2	3	4
c.	Attending special programs (e.g. open house, assemblies, etc.)	1	2	3	4
d.	Evaluating the program (e.g. surveys, interviews)	1	2	3	4
e.	Other ways: ____________________	1	2	3	4

13. Is this different from previous years?
___ 1. Much more
___ 2. More
___ 3. Same
___ 4. Less
___ 5. Much less

If your involvement has been different, in what ways are you more or less involved? Why?

14. The State of Michigan wants all districts to add days to the school year. Based on your experience, what do you think are the **most important issues** to address if this is to help students and work for families?

- -

The following optional questions are for this research only and will not be shared with anyone.

15. My relationship to child is:
___ 1. Mother
___ 2. Father
___ 3. Grandparent
___ 4. Other: ____________

16. Is there an adult at home during the day? ___ 1. Yes ___ 2. No

17. Yearly family income:
___ 1. Under $20,000
___ 2. $20,000 - $40,000
___ 3. $40,000 - $60,000
___ 4. $60,000 - $80,000
___ 5. $80,000 - $100,000
___ 6. Over $100,000

THANK YOU VERY MUCH!
PLEASE RETURN THE SURVEY IN THE STAMPED ENVELOPE PROVIDED

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MICHIGAN

EXTENDED SCHOOL YEAR PROGRAM:

TEACHER SURVEY

SECTION	COMPLETED BY:	PAGES
A. General Information	All teachers surveyed	1-2
B. ESY Instructional Program (10-20 added days of instruction)	Those teaching ESY days	3-4
C. ESY Staff Development (0-10 added days of staff development)	Those receiving added staff development	5
D. Full Instructional Program (190-200 days of instruction)	District classroom teachers	6-8

1995, April 1

1994-95 EXTENDED SCHOOL YEAR
TEACHER SURVEY

A. General

1. **My role in this district is:**
   ___ 1. contract teacher- classroom
   ___ 2. contract teacher- special/ itinerant: ____________________
   ___ 3. substitute teacher
   ___ 4. retiree
   ___ 5. contractual teacher in another district
   ___ 6. other: ____________________

2. **Number of years of K-12 teaching experience:** ____

3. **Grade/Age Level currently teaching during the year (Please check your answer):**
   ___ 0. not applicable
   ___ 1. lower elementary
   ___ 2. upper elementary
   ___ 3. middle school/ junior high
   ___ 4. senior high
   ___ 5. mixed levels

4. ***Please use the rating scale below to show HOW TRUE each of the following statements is for you. Circle the appropriate rating.***

NA	*1*	*2*	*3*	*4*	*5*	*6*
No answer	***Not at all***		***Slightly***	***Moderately***		***Extremely***

a.	I was involved in the decision to have an Extended School Year (ESY).	NA	1	2	3	4	5	6
b.	I can have input into planning the ESY curriculum.	NA	1	2	3	4	5	6
c.	Students who need extra help are getting it in our ESY program.	NA	1	2	3	4	5	6
d.	Students who need to be further challenged are getting it through ESY.	NA	1	2	3	4	5	6
e.	I believe teachers can make a difference in students' lives.	NA	1	2	3	4	5	6
f.	I believe students must attend more than 180 days of school if they are to be **academically** prepared to succeed in today's world.	NA	1	2	3	4	5	6
g.	I believe schools should remain open more than 180 days to keep students safe and busy.	NA	1	2	3	4	5	6
h.	I see the relationship between our ESY program and school improvement plan.	NA	1	2	3	4	5	6
i.	Administration has been supportive of this program.	NA	1	2	3	4	5	6
j.	Compensation for the added instructional days is fair.	NA	1	2	3	4	5	6
k.	I was enthusiastic about extended school year before the program began.	NA	1	2	3	4	5	6
l.	I am enthusiastic about the extended school year now.	NA	1	2	3	4	5	6

5. **PARENT INVOLVEMENT.** ***How have parents been involved in the ESY program? Use the scale below to indicate HOW INVOLVED parents have been in each of the following activities.***

NA	*1*	*2*	*3*	*4*
No answer	***Not involved***	***Slightly Involved***	***Involved***	***Extremely involved***

a.	Planning the program	NA	1	2	3	4
b.	Assisting in school learning activities	NA	1	2	3	4
c.	Attending special programs (e.g. open house, assemblies, etc.)	NA	1	2	3	4
d.	Receiving communication about the program's purpose and curriculum	NA	1	2	3	4
e.	Evaluating the program	NA	1	2	3	4

6. **TEACHING AND LEARNING STRATEGIES.**
The following strategies have been reported by districts with ESY programs.

Please rate HOW MUCH YOUR DISTRICT (OR SCHOOL, for school-based programs) VALUES each strategy in:
a) the regular 180-day program, and
b) the added 10-20 days.

(If there is no division between programs, use the same ratings for both.)

Consider your own training, experience, and professional development.
Please rate HOW PREPARED/ CONFIDENT you feel in using each strategy.

(The district may value certain strategies but have failed to provide necessary training. You may be prepared to use strategies the district does not value.)

NA	1	2	3	4	5	6
No answer	*Not at all*		*Slightly*	*Moderately*		*Extremely*

	District/School Values		Your
	180 days	Added days	Confidence
a. Team planning or teaching - 2 or more teachers sharing resources, ideas, etc.	___	___	___
b. Cooperative student group work - 3 or more students working together	___	___	___
c. "Hands on" learning - active, in contrast to passive (e.g. listening, watching) learning activities	___	___	___
d. Interdisciplinary and/or thematic instruction - subject areas linked in instruction	___	___	___
e. Student initiated learning - student choices in topics/ activities/ materials	___	___	___
f. "Real world" applications - knowledge and skills related to issues and uses in the world outside the classroom	___	___	___
g. Heterogeneous - mixed ability -grouping	___	___	___
h. Multi-age (nongraded) grouping - flexible grouping across grade levels	___	___	___
i. Technology - use of computers to support learning	___	___	___
j. Arts involvement - learning through art, drama, music	___	___	___
k. Use of community resources - going to or bringing in community resources	___	___	___
l. Authentic/ alternative assessment - student assessment through real life tasks & products	___	___	___

7. **What would you say has been the greatest benefit of the Extended School Year program?**

8. **Did you have a choice whether or not to teach during the additional 10-20 instructional days?**
___ 1. Yes ___ 2. No ___ 3. Somewhat (please explain:)

9. **Did you teach during the additional 10-20 instructional days provided through the ESY grant?**
a. **Year One:** ___ 1. Yes ___ 2. No b. **Year Two:** ___ 1. Yes ___ 2. No

IF you answered NO to Question 9 for both Year One and Year Two, skip to page 5.

B. ESY INSTRUCTIONAL PROGRAM (10-20 ADDITIONAL DAYS OF INSTRUCTION)

1. **Different districts added 10-20 days of instruction in different ways. Which describes your program?**
   ___ 1. Separate program during summers, Saturdays, breaks
   ___ 2. Extended regular school calendar
   ___ 3. Year round school intersessions
   ___ 4. Other: ___________________________

2. **What did you teach in the ESY program?**

3. **What level(s) did you teach in the ESY program?**
   ___ 1. lower elementary
   ___ 2. upper elementary
   ___ 3. middle school/ junior high
   ___ 4. senior high

4. *(EXTENDED YEAR CALENDARS WITHOUT DISTINCT AND SEPARATE ESY DAYS:)* What were you able to add or do differently with more time?

(IF you are in an extended year program which does NOT have distinct and separate ESY days, skip to page 5 now.

5. *(SUMMER PROGRAMS:)* How did the ESY program differ from traditional summer school?

6. *Circle the ratings to indicate HOW TRUE each of the following statements is for you.*

NA	*1*	*2*	*3*	*4*	*5*	*6*
No answer	*Not at all*	*Slightly*		*Moderately*		*Extremely*

a.	The school building is suitable to a longer school year.	NA	1	2	3	4	5	6
b.	Students improve basic academic skills during ESY days.	NA	1	2	3	4	5	6
c.	Students improve thinking and problem solving skills during ESY days.	NA	1	2	3	4	5	6
d.	Students work hard during ESY days.	NA	1	2	3	4	5	6
e.	Students enjoy ESY learning.	NA	1	2	3	4	5	6
f.	Students gain confidence in approaching new learning tasks during ESY.	NA	1	2	3	4	5	6
g.	Students gain pride in their own strengths during ESY days.	NA	1	2	3	4	5	6
h.	Students increase skills in working with other students during ESY days.	NA	1	2	3	4	5	6
i.	Discipline is a problem during the ESY days.	NA	1	2	3	4	5	6
j.	Attendance is a problem during the ESY days.	NA	1	2	3	4	5	6
k.	I enjoy ESY teaching.	NA	1	2	3	4	5	6
l.	I am willing to experiment with different methods during ESY days.	NA	1	2	3	4	5	6
m.	I get to know each of the children I teach during the added days well.	NA	1	2	3	4	5	6

7. **ESY TEACHING AND LEARNING STRATEGIES.** ***Please circle ratings showing*** ***HOW EXTENSIVELY YOU USED each of the following strategies during the added days.***

1	2	3	4	5	6
Not at all	*Slightly*		*Moderately*		*Extremely*

(Descriptions of strategies appear on page 2.)

a. Team planning and/or teaching	1	2	3	4	5	6
b. Cooperative group work	1	2	3	4	5	6
c. Active, "hands on" learning	1	2	3	4	5	6
d. Integrated, interdisciplinary instruction and/or themes	1	2	3	4	5	6
e. Student initiated learning - student choices	1	2	3	4	5	6
f. "Real world" applications of learning	1	2	3	4	5	6
g. Heterogeneous - mixed ability - grouping	1	2	3	4	5	6
h. Multi-age (nongraded) grouping	1	2	3	4	5	6
i. Technology	1	2	3	4	5	6
j. Arts involvement	1	2	3	4	5	6
k. Use of community resources	1	2	3	4	5	6

8. **ESY ASSESSMENT.** ***How was student performance assessed during the extra days?*** ***Circle your rating to indicate HOW REGULARLY you used each of the following assessments.***

1	2	3	4
Never	*At times*	*Often*	*Consistently*

a. Student self assessment	1	2	3	4
b. Student journals	1	2	3	4
c. Portfolios of student work	1	2	3	4
d. Observation of projects, performances, presentations, etc.	1	2	3	4
e. Rubrics (criteria, standards) for rating observations	1	2	3	4
f. Checklist(s)	1	2	3	4
g. Teacher made paper and pencil test(s)	1	2	3	4
h. Publisher's paper and pencil test(s)	1	2	3	4

9. **How did TIME support or hinder use of less traditional methods during ESY days?**

10. **How did the availability of RESOURCES (human or material) hinder or support less traditional methods during ESY days?**

C. STAFF DEVELOPMENT

1. **Did you receive additional days of staff development through the ESY grant?**

___ 1. Yes
___ 2. No

(IF you answered NO to Question 1, skip to the bottom of this page.)

2. **What topics did you focus on in the additional ESY staff development?**

3. ***Please circle the ratings to indicate HOW TRUE each of the following statements about ESY staff development is for you.***

NA	1	2	3	4	5	6
No answer	*Not at all*		*Slightly*	*Moderately*		*Extremely*

a. A different topic was introduced in each staff development session.	NA	1	2	3	4	5	6
b. Technology is used as a resource in staff development.	NA	1	2	3	4	5	6
c. I see the relationship between staff development and the realities of my work.	NA	1	2	3	4	5	6
d. I am able to meet **individual** needs and interests in staff development.	NA	1	2	3	4	5	6
e. I have input into planning staff development.	NA	1	2	3	4	5	6
f. Staff development time is spent listening to "experts".	NA	1	2	3	4	5	6
g. Peer coaching (teachers helping teachers) is part of the staff development.	NA	1	2	3	4	5	6
h. Staff development time is spent working in groups.	NA	1	2	3	4	5	6
i. Our non-instructional ESY time is spent planning the program.	NA	1	2	3	4	5	6
j. There are scheduled follow -up sessions to share experiences.	NA	1	2	3	4	5	6
k. The staff development has been valuable to me.	NA	1	2	3	4	5	6

4. **What has been most helpful to you about the professional development?**

5. **How could professional development have been more valuable to you?**

If you are NOT ON CONTRACT with the district, stop here. THANK YOU VERY MUCH!

D. THE FULL INSTRUCTIONAL PROGRAM

The last section focuses on the full 190-200 day instructional year for all students. It is recognized that changes in the past 2 years are not due solely to extra days.

1. **TEACHING AND LEARNING STRATEGIES.** Consider your teaching throughout the school year. *For each of the following strategies, please give ratings to show:*

a) HOW EXTENSIVELY you USED each strategy TWO YEARS AGO (prior to ESY implementation), and

b) HOW EXTENSIVELY you CURRENTLY USE each strategy during the year.

NA	1	2	3	4	5	6
No answer	*Not at all*		*Slightly*	*Moderately*		*Extremely*

(Descriptions appear on page 2.)	2 Years Ago	Currently
a. Team planning and/or teaching	___	___
b. Cooperative student group work	___	___
c. Active, "hands on" learning	___	___
d. Integrated, interdisciplinary instruction and/or themes	___	___
e. Student initiated learning- student choices	___	___
f. "Real world" applications of learning	___	___
g. Heterogeneous - mixed ability - grouping	___	___
h. Multi-age (nongraded) grouping	___	___
i. Technology	___	___
j. Arts involvement	___	___
k. Use of community resources	___	___

2. STUDENT ASSESSMENT. *How is student performance assessed during the year? For each of the following forms of assessment, please rate:*

a) HOW REGULARLY you USED each in your classroom TWO YEARS AGO, and

b) HOW REGULARLY you USE each NOW.

1	2	3	4
Never	*At times*	*Often*	*Consistently*

	2 Years Ago	Currently
a.. Student self assessment	___	___
b. Student journals	___	___
c. Portfolios of student work	___	___
d. Observation of performances, presentations, projects, etc.	___	___
e. Rubrics (rating guides) for assigning ratings to observations	___	___
f. Checklists	___	___
g. Teacher made paper and pencil test(s)	___	___
h. Publisher's paper and pencil test(s)	___	___

3. How does TIME support or hinder use of non-traditional methods during the school year?

4. How does the availability of RESOURCES (human, material) support or hinder use of non-traditional methods during the year?

5. ***Consider the following outcomes. Use the scale below to COMPARE THIS YEAR TO TWO YEARS AGO, PRIOR to the implementation of the Extended School Year.***

1	*2*	*3*	*4*	*5*	*6*	*7*
much lower	*lower*	*slightly lower*	*same*	*slightly higher*	*higher*	*much higher*

STUDENTS GENERALLY:		lower		same		higher	
a. Basic academic skills	1	2	3	4	5	6	7
b. Thinking and problem solving skills	1	2	3	4	5	6	7
c. Pleasure in learning	1	2	3	4	5	6	7
d. Willingness to work hard	1	2	3	4	5	6	7
e. Self confidence in approaching new learning tasks	1	2	3	4	5	6	7
f. Pride in unique talents	1	2	3	4	5	6	7
g. Ability to work with others	1	2	3	4	5	6	7
h. School behavior	1	2	3	4	5	6	7
i. Attendance	1	2	3	4	5	6	7
j. Attentiveness at the end of the school year	1	2	3	4	5	6	7
k. Need for review at the start of a new school year	1	2	3	4	5	6	7
l. Participation in extracurricular activities	1	2	3	4	5	6	7
YOU, AS TEACHER:							
n. Exhaustion at the end of the year	1	2	3	4	5	6	7
o. Eagerness to start school after the summer	1	2	3	4	5	6	7
p. Pleasure in teaching	1	2	3	4	5	6	7
q. Attendance	1	2	3	4	5	6	7
r. Opportunities for personal professional development	1	2	3	4	5	6	7
s. Opportunities for salary enhancement	1	2	3	4	5	6	7
t. Willingness to try different teaching methods	1	2	3	4	5	6	7
FAMILY:							
u. Participation at school	1	2	3	4	5	6	7
v. Support for schools	1	2	3	4	5	6	7

6. Have you observed other outcomes? Have there been any unexpected results?

7. To what extent do you think the Extended School Year program is responsible for changes in practices and outcomes? Please circle your rating.

NA	*1*	*2*	*3*	*4*	*5*	*6*
No answer	***Not at all***	***Slightly***		***Moderately***		***Extremely***

Please explain. What other significant changes occurred in the past two years?

8. The State of Michigan wants all districts to consider adding instructional days to the school year. Based on your experience, what do you think are the **most important issues** to address if this is to improve schools and raise student achievement?

Other comments?

Thank you very much for your time!

MICHIGAN EXTENDED SCHOOL YEAR
STUDENT SURVEY

DIRECTIONS:

Your school district has been able to add school days through a special program. The 15 school districts in this program are now in a research study. The study is being one to see how more time can help students learn.

You, the student, are important in this study. You have been picked to fill out a student survey. Please think about your answers and be honest about what you think. You do not have to sign your name. Your answers will help other schools and students!

1. What grade are you in now? Circle your grade.
3 4 5 6 7 8 9 10 11 12

2. (Check one.) I am a: ___ 1. boy ___ 2. girl.

3. (Check one.) Were you in the program more than one year? ___ 1. Yes ___ 2. No

4. Did you go to a special program or do you have more schools days during the school year?
___ 1. Special program (such as in the summer, on Saturdays, during intersessions, etc.)
___ 2. More school days during the year

If you CHECKED "2" - more school days - skip Questions 5 - 7 and go to Question 8 now.

4. **Think about the special program.** Show how true each of the following sentences is for you by circling the rating that fits. Use the ratings below.

1	2	3	4
Not true	*A little true*	*Mostly true*	*Very true*

DURING THE SPECIAL PROGRAM:

A. I can choose what I study.	1	2	3	4
B. We DO a lot of different activities.	1	2	3	4
C. The teachers teach and we sit still and listen.	1	2	3	4
D. I do a lot of work in groups with other kids.	1	2	3	4
E. I work on the school subjects that are hard for me.	1	2	3	4
F. I can get help if I need it.	1	2	3	4
G. The learning is fun during these days.	1	2	3	4
H. I work hard during these days.	1	2	3	4
I. I want to learn more about some of the things we study.	1	2	3	4
J. I get in more trouble during these days.	1	2	3	4
K. I miss days of school during the special days.	1	2	3	4
L. I know I can learn in the special program.	1	2	3	4
M. What I do on the special days helps me in the rest of school.	1	2	3	4

6. Why did you go to the special program? (Check every reason that is true.)
   ___ 1. We had to.
   ___ 2. I thought it would be fun.
   ___ 3. I was interested in the classes.
   ___ 4. My parent said I should.
   ___ 5. My teacher said I should.
   ___ 6. I needed to do better in the subject (examples: reading, math, science, etc.)
   ___ 7. Other reason(s). What? ______________________________

7. How were the special program days different from other school days?

8. **Think about school all year long.** Circle the rating that shows how true each of these sentences is. Use the ratings below.

1	2	3	4
Not true	*A little true*	*Mostly true*	*Very true*

DURING THE SCHOOL YEAR:

A. We DO a lot of different activities.	1	2	3	4
B. The teachers teach and we sit still and listen.	1	2	3	4
C. I do a lot of work in groups with other kids.	1	2	3	4
D. I can get help if I need it.	1	2	3	4
E. Learning is fun in school.	1	2	3	4
F. I work hard in school.	1	2	3	4
G. I want to learn more about some of the thing we study.	1	2	3	4
H. I know I can learn in school.	1	2	3	4
I. I learn more with more days of school.	1	2	3	4
J. At the end of the summer, I remember more now, with more days of school, than I did in the past.	1	2	3	4
K. I get in more trouble in school now with more school days.	1	2	3	4
L. I miss more days of school now with more school days.	1	2	3	4
M. I get good grades.	1	2	3	4
N. I think all schools should have the extra days of school.	1	2	3	4
O. I was happy about extra days of school before.	1	2	3	4
P. I am happy about the extra days of school now.	1	2	3	4

9. What do you like best about having added days of school?

10. What do you wish you could change about the added days?

11. How do more days of school help you learn what is needed?

12. All schools in Michigan might add more school days.
What do you want to tell them to help them make their plans?

THANK YOU.

1994-95 EXTENDED SCHOOL YEAR
SUPPORT STAFF SURVEY

1. **What is your role in the added days of instruction?**
___ 1. Teacher assistant
___ 2. Secretary
___ 3. Clerical assistant
___ 4. Bus driver
___ 5. Food Service worker
___ 6. Custodian
___ 7. Other: ______________________________

2. **Do you have this same role during the rest of the school year?** ___ 1. Yes ___ 2. No

3. **If you answered Question 2 "NO": What is your role the rest of the year?**

4. **With what grade/ age level(s) are you working in the ESY program:** (Check all that apply.)
___ 1. Lower elementary
___ 2. Upper elementary
___ 3. Middle school/ junior high
___ 4. Senior high

5. **Did you have a choice of whether or not to work the extra 10-20 school days?**
___ 1. Yes ___ 2. No ___ 3. Somewhat (please explain:)

6. ***Please read each of the following statements. Use the rating scale below to indicate HOW TRUE each statement is for you. Circle your ratings.***

NA	*1*	*2*	*3*	*4*	*5*	*6*
No answer	*Not at all*	*Slightly*		*Moderately*		*Extremely*

a.	I was involved in the decision to have an Extended School Year.	NA	1	2	3	4	5	6
b.	I can have input into planning the program.	NA	1	2	3	4	5	6
c.	I believe students must attend more than 180 days of school if they are to be academically prepared to succeed in today's world.	NA	1	2	3	4	5	6
d.	I believe schools should remain open more than 180 days to keep students safe and busy.	NA	1	2	3	4	5	6
e.	I have had sufficient training to do my work in this program.	NA	1	2	3	4	5	6
f.	The school building is suitable to a longer school year.	NA	1	2	3	4	5	6
g.	I enjoy working in the ESY program.	NA	1	2	3	4	5	6
h.	I was enthusiastic about ESY before the program began.	NA	1	2	3	4	5	6
i.	I am enthusiastic about the Extended School Year now.	NA	1	2	3	4	5	6

7. **Do you have sufficient TIME to plan and do your the work in this program? Please discuss.**

8. **Do you have sufficient RESOURCES (human and material) to plan and do your work in this program? Please discuss.**

9. Has the ESY program changed the way you do things or the way you see your role throughout the year?

10. Did you participate in extra staff development through the ESY grant?

___ 1. Yes ___ 2. No

(IF YOU ANSWERED "NO" TO QUESTION 10, SKIP TO QUESTION 14 NOW.)

11. ***Please indicate HOW TRUE each of the following statements about ESY staff development is by circling your rating.***

NA	1	2	3	4	5	6
No answer	*Not at all*	*Slightly*		*Moderately*		*Extremely*

a. I see a relationship between the staff development and my work.	NA	1	2	3	4	5	6
b. I am able to meet my own needs and interests in staff development.	NA	1	2	3	4	5	6
c. I have input into planning staff development topics.	NA	1	2	3	4	5	6
d. Staff development has involved all ESY staff together.	NA	1	2	3	4	5	6
e. The staff development has been helpful to me.	NA	1	2	3	4	5	6

12. What has been most helpful to you about the staff development?

13. How could staff development have been more helpful?

14. The State of Michigan wants all districts to consider adding days to the school year. Based on your experience, what do you think are important issues for schools to address?

Thank you very much!

TECHNICAL APPENDIX C

Appendix C
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Table C1

Executive Administrator and Board Members

Mean (Standard Deviation) Ratings of Program Results*: A Comparison of ESY Schedules

	Executive Admistrators			Board Members		
	Summer (n=5)	ExtTrad (n=3)	YRE (n=3)	Summer (n=14)	ExtTrad (n=7)	YRE (n=9)
Student academic needs met	5.10 (.42)	3.83 (.76)	5.33 (1.15)	4.17 (1.51)	3.0 (1.51	4.29 (1.35)
Staff teaching skills improved	5.40 (.89)	5.0 (1.00)	5.17 (.76)	4.25 (1.91)	4.71 (.91)	5.25 (.71)
Support for program continuation	5.80 (.45)	6.00 (0.00)	6.00 (0.00)	5.14 (1.51)	4.71 (1.60)	5.22 (.83)

*Scale: Six-point scale ranging from 1 "Not at all" to 6 "Extremely"

NOTE: All differences within groups were statistically nonsignificant, although strong trends can be observed.

Table

Executive Administrator/Board Members

Pearson Correlation Coefficients between Ratings of Program Results and ESY Attitudes and Program Involvement (N=44)

	Student academic needs met	Staff teaching skills improved	Support program continuation
Value adding school days	.39*	.36*	.59***
Involvement in program design	-	.29*	.39*
Involvement in ongoing decision making	-	-	-
Positive parent feedback	.70***	.73***	.71***
Value more teacher directed instruction	-.38*	-	-.35*
Information received regularly	-	.37*	-
Program visitations	-	-	-

*	P<.05
* *	p<.01
* * *	p<.001
-	non significant

Table C3

ESY Parents

Mean (Standard Deviation) Ratings of Program Results*: A Comparison of ESY Schedules

Program Result	Parents of Elementary ESY Student**				Parents of Secondary ESY Student**		
	Summer (n=125)	ExtTrad (n=122)	YRE (n=230)	p	Summer (n=90)	ExtTrad (n=168)	p
STUDENT							
Learns more in longer school year	3.91 (1.54)	3.08 1.70)	4.73 (1.42)	p<.001	3.91 (1.57)	2.70 (1.64)	p<.001
Pleasure in ESY learning	4.80 (1.15)	3.33 (1.68)	5.09 (1.13)	p<.001	4.26 (1.44)	2.68 (1.66)	p<.001
Attendance- (no difficulty getting child to attend)	4.94 (1.44)	4.5 (1.77)	5.0 (1.52)	p<.05	4.79 (1.78)	4.10 (1.89)	p<.05
FAMILY							
Program support	4.63 (1.29)	3.24 (1.93)	5.07 (1.35)	p<.001	4.53 (1.53)	2.73 (1.84)	p<.001

* Scale: Six-point scale ranging from 1 "Not at all" to 6 "Extremely"

** Parents with both elementary and secondary level ESY students appear in both sets of figures.

Table C4

ESY Parents

Pearson Correlation Coefficients between Ratings of ESY Program Results and Specific Characteristics of the ESY Program, Family, and Home-School Relationship (N=683)

Characteristics	STUDENT				FAMILY	
	Learn more in longer yr	Pleasure in ESY learning	Atten-dance	Behavior	Ease in scheduling family life	Program Support
Facility suitable	.40***	.44***	.25***	.11**	.41***	.41***
Value adding instructional days	.53***	.51***	.33***	.13**	.43***	.65***
Choice in ESY participation	.40***	.53***	.23***	.13**	.51***	.29***
Communication sufficient	.40***	.45***	.26***	.16***	.47***	.28***
Feel welcome in school	.41***	.43***	.30***	.26***	.43***	.34***
Involvement in ESY planning	.19***	.24***	-	-	.09*	.20***
Participation at school	-	.09*	-	-	-	-

* P<.05

** p<.01

*** p<.001

- non-significant

Table C5

ESY Parents

Multiple Regression Equations Predicting ESY Results*
Regression Weights Using Stepwise Method (N=683)

Characteristic of program or family	STUDENTS			FAMILIES	
	Increased learning	Enjoys ESY learning	Atten-dance	Ease in scheduling family life	Program Support
YRE Schedule	.85	.81	-	-	.26
Summer Schedule	.40	.80	-	-	.36
10/15 Days added	-	-	-	-	-
Facility suitable	-	.09	-	.09	.10
Value adding school days	.31	.23	.13	.09	.24
Choice in ESY participation	-	.34	-	-	.35
Absence of conflict with outside activities	.20	.20	.28	.56	.13
Communcation sufficient	.16	.16	.11	-	.17
Welcome in school during ESY	.16	.10	.13	.15	-
Parent involvement	-	-	-	-	-
Constant	-.12	-.46	1.90	.52	-1.24
Multiple R	.69	.74	.47	.74	.86
Percent variance accounted for	**47.76%**	**54.72%**	**22.46%**	**54.27%**	**73.79%**

*All equations significant at p<.001

Table C6

Teachers of Separate 10-15 Day ESY Programs

Mean (Standard Deviation) Ratings of ESY Program Results*: A Comparison of ESY Schedules

	Elementary				Secondary		
	Summer (n=59)	ExtTrad (n=37)	YRE (n=29)	p	Summer (n=37)	ExtTrad (n=31)	p
STUDENT:							
Academic skills	4.54 (1.21)	3.14 (1.46)	4.67 (.97)	p<.001	4.34 (1.19)	2.95 (1.47)	p<.001
Attitude towards learning	4.82 (.93)	3.58 (1.48)	5.15 (.71)	p<.001	4.89 (.82)	2.84 (1.5)	p<.001
Student cooperative work Skills	4.98 (1.04)	3.58 (1.53)	5.17 (.89)	p<.001	4.96 (1.12)	2.97 (1.52)	p<.001
Student attendance	4.24 (1.36)	3.62 (1.83)	4.07 (1.66)	ns	4.34 (1.18)	4.10 (1.58)	ns
Student behavior	4.68 (1.24)	4.20 (1.30)	4.50 (1.53)	ns	4.88 (1.10)	3.87 (1.73)	p<.01
TEACHER							
Pleasure in teaching	5.31 (1.09)	4.22 (1.77)	5.50 (.69)	p<.001	5.24 (1.06)	3.48 (1.94)	p<.001
Openness to innovation	5.48 (.62)	4.59 (1.40)	5.64 (.56)	p<.001	5.47 (.69)	4.72 (1.33)	p<.01

*Scale: Six-point scale ranging from 1 "Not at all" to 6 "Extremely"

Table C7

Classroom Teachers of ESY Students

Mean (Standard Deviation) Ratings* of CHANGES in Students, Teachers, and Families over Two Years of ESY Implementation

	Elementary				Secondary		
	Summer (n=45)	ExtTrad (n=62)	YRE (n=41)	p	Summer (n=18)	ExtTrad (n=58)	p
STUDENT							
Academic skills	.69 (.78)	.23 (.97)	1.05 (.97)	p<.001	.66 (.68)	.26 (.84)	ns
Retention of skills over summer	-.10 (.76)	-.08 (1.08)	.70 (1.40)	p<.01	-.19 (.75)	.04 (.82)	ns
Attitude toward learning	.81 (.86)	.26 (.98)	1.23 (.97)	p<.001	.74 (.80)	.08 (.72)	p<.01
Cooperative work skills	1.02 (.85)	.33 (1.12)	1.24 (.97)	p<.001	1.0 (.87)	.48 (.78)	p<.05
Attentive at end of year	.47 (.80)	-.79 (1.23)	.46 (1.53)	p<.01	.35 (.78)	-.93 (1.44)	p<.001
Student attendance	.37 (.76)	-.08 (.91)	.46 (1.32)	p<.05	.23 (.66)	-.54 (1.12)	p<.01
Student behavior	.48 (.90)	-.16 (1.28)	.78 (1.13)	p<.05	.29 (.85)	-.45 (1.22)	p<.05
TEACHER							
Pleasure in teaching	1.07 (1.12)	.05 (1.23)	1.32 (1.19)	p<.001	1.17 (1.20)	.02 (1.15)	p<.001
Attendance	.60 (1.16)	.15 (.74)	1.00 (1.30)	p<.05	.50 (1.04)	.10 (.97)	ns
Openness to innovation	1.27 (1.18)	.84 (1.10)	1.54 (1.10)	p<.01	1.56 (1.04)	.88 (1.05)	p<.05
Burn-out (scale reversed)	-.18 (.57)	-1.04 (1.09)	.44 (1.2)	p<.001	.15 (.81)	-.97 (1.35)	p<.01
FAMILY							
Parent involvement	.59 (.78)	.02 (.92)	.84 (1.06)	p<.001	.32 (.64)	.18 (.60)	ns

*Scale: 0 = No change
-1= Slightly lower -2=Lower -3= Much lower
+1=Slightly higher +2=Higher +3=Much higher

Table C8

Teachers of Separate 10-15 Day ESY Programs

Pearson Correlation Coeficients between
Ratings of Program Results for Students and Teachers
and Program and Teacher Characteristics (N=185)

Characteristics	STUDENTS Academic Skills	Attitude toward learning	Cooperative Work Skills	Behavior	Attendance	TEACHERS Pleasure in Teaching	Willingness to Try New Methods
Program							
Administrative support	.40•••	.35•••	.36•••	.26••	-	.41•••	.22••
Facility suitable	.39•••	.37•••	.37•••	-	-	.33•••	.35•••
Compensation fair	.19•	.17•	-	-	-	.20•	-
Clear relationship- ESY to school improvement plan	.63•••	.63•••	.63•••	.38•••	.23••	.63•••	.47•••
Teacher							
Choice to teach ESY days	.50•••	.67•••	.58•••	.38•••	-	.55•••	.43•••
Value adding instructional days	.34•••	.53•••	.34•••	.30•••	.27•••	.46•••	.34•••
Input in ongoing planning	.43•••	.46•••	.47•••	.22••	-	.39•••	.34•••
Collaborative planning/tching	.32•••	.43•••	.33•••	-	-	.43•••	.39•••
Constructivist teaching	.60•••	.69•••	.64•••	.20•	-	.55•••	.38•••
Multi-age grouping	.48•••	.52•••	.49•••	-	-	.48•••	.35•••
Technology	.29•••	.30•••	.26••	-	-	.29•••	.20•

•	p<.05
••	p<.01
• • •	p<.001
-	non-signficant

Table C9

Classroom Teachers of ESY Students

Pearson Correlation Coefficients between
Ratings of CHANGE In Students
over Two Years of ESY Implementation and
ESY Program and Teacher Chacteristics (N=220)

Characteristics	Academic Skills	Attitude toward learning	Cooperative Work Skills	Behavior	Attendance	Attentive-end of year
Program						
Administrative support	.22**	.15*	.15*	.20**	.20**	.23**
Compensation fair	.22**	-	-	.14*	-	-
Clear relationship- ESY to school improvement plan	.42***	.54***	.45	.46***	.40***	.47***
Teacher						
Choice to teach ESY days	-	.28***	.27***	.18*	.14*	.24**
Value adding instructional days	.34***	.44***	.34***	.30***	.27***	.35***
Collaboration	.23**	.30***	.17*	.28***	.23***	.19***
Input into ongoing ESY planning	.28***	.30***	.26***	.32***	.22**	.25***
Constructivist teaching throughout year	.34***	.45***	.37***	.40***	.35***	.43***
Multi-age classroom grouping	.30***	.35***	.31***	.27***	.27***	.33***
Technology use	.19**	.15*	-	.16*	.19**	.16*

* P<.05
* * p<.01
* * * p<.001
- non-significant

Table C10

Classroom Teachers of ESY Students

Pearson Correlation Coefficients between
Ratings of CHANGES in Teachers and Families
over Two Years of ESY Implementation and
ESY Program and Teacher Characteristics (N=220)

Characteristics	TEACHERS			FAMILIES
	Attitude toward Teaching	Willingness to Try New Methods	Attendance	Parent Involvement
Program				
Administrative support	.19**	-	.16*	.29***
Compensation fair	-	.20*	.15*	.16*
Clear relationship-school improvement plan	.52***	.46***	.38***	.47***
Teacher				
Choice to teach ESY days	.38***	.34***	.26***	.23**
Value adding instructional days	.45***	.42***	.38***	.34***
Input in ongoing planning	.20**	.25***	.19**	.15*
Collaborative teaching-planning	.25***	.22**	.26***	-
Constructivist teaching	.42***	.48***	.39***	.26***
Multi-age grouping	.41***	.34***	.38***	.32***
Technology	-	-	-	-

*	p<.05
**	p<.01
***	p<.001
-	non-significant

Table c11

ESY Teachers

Multiple Regression Equations Predicting Results during Special Programs of 10-15 Days (N=185) Regression Weights Using Stepwise Method

	STUDENTS				TEACHERS	
Characteristics	Academic Skills	Attitude toward learning	Cooperative Work Skills	Behavior	Attitude toward teaching	Willingness to try new approaches
Program						
YRE	-	-	.47	-	-	-
Summer	-	.30	.57	-	-	-
Elementary/secondary teacher	-	-	-	-	-	-
Administrative support	-	-	-	-	-	-
Building suitability	.13	.11	.14		.10	.11
Compensation fair	-	-	-	-	.16	-
Clear relationship- ESY to school improvement plan	.38	.24	.25	.22	.28	.15
Teacher						
Choice to teach ESY days	.53	.80	.54	.65	.98	.39
Value adding instructional days	-	-	-.12	-	-	-
Collaboration	-	-	-.15	-	-	.15
Input into ongoing ESY planning	-	-	.14	-	.14	-
Constructivist ESY teaching	.28	.35	.56	-	-	-
Multi-age ESY grouping	-	-	-	-	-	-
Technology use in ESY	-	.11	-	-	.17	-
Constant	-.68	-1.43	-.79	-1.82	-1.45	2.67
Multiple R	.82	.89	.83	.49	.83	.62.
Percent variance accounted for	66.45%	79.73%	68.35%	23.61%	69.24%	37.99%

* All multiple regression equations are significant at P<.001.

Only variables in which at 20% or more variance can be explained by set of variables are included.

Table C12

Classroom Teachers of ESY Students

Multiple Regression Equations Predicting CHANGES Observed over Two Years in Students (N=220) Regression Weights Using Stepwise Method

Characteristics	Academic Skills	Attitude toward learning	Cooperative Work Skills	Behavior	Attendance
Program					
YRE	-	-	.64	-	-
Summer	-	-	.58	-	.47
Elementary/secondary teacher	-	-	-	-	-
Administrative support	-	-	-	-	-
Compensation fair	-	-	-	-	.18
Clear relationship- ESY to school improvement plan	.15	.23	-	.23	.12
Teacher					
Choice to teach ESY days	-	-	-	-	-
Value adding instructional days	-	-	-.12	-	-
Collaboration	-	-	-	-	-
Input into ongoing ESY planning	.10	.09	.14	.12	-
Constructivist teaching throughout year	-	.29	-	.31	.29
Multi-age classroom grouping	-	-	-	-	-
Technology use throughout year	.11	-	-	-	-
Constant	-.94	-1.88	-.52	-2.56	-2.72
Multiple R	.48	.64	.50	.56	.49
Percent variance accounted for	23.47%	40.60%	25.76%	31.37%	23.96%

• All multiple regression equations are significant at P<.001.

Table C13

Pearson Correlation Coefficients between Teacher Ratings of the Value of Staff Development and Specific Characteristics of the Staff Development Program (N=202)

Characteristics of Staff Development	Relationship to Perceived Value
Hear from experts	.-
Peer coaching (teachers helping teachers)	.57***
Time spent in groups	.41***
Technology used as a resource	.49***
Meets individual needs and interests	.75***
Relevance to work	.76***
Input into planning	.41***
Planned follow-up to share experiences	.51***

*** p<.001
- non-significant

Table C14

ESY Students

Mean (Standard Deviation) Ratings* of ESY Results: Comparison of ESY Schedules

	Elementary				Secondary		
RESULT	Summer (n=189)	ExtTrad (n=159)	YRE (n=319)	p	Summer (n=58)	ExtTrad (n=189)	p
Academic							
Increased learning with ESY	2.73 (1.23)	2.66 (1.18)	3.04 (1.16)	p<.01	2.38 (1.04)	1.82 (.94)	p<.001
Increased retention over summer	2.47 (1.22)	2.52 (1.18)	2.71 (1.19)	ns	2.21 (1.06)	1.83 (.99)	p<.05
Affective							
Attitude toward learning	3.27 (.65)	3.42 (.85)	3.36 (.59)	ns	3.11 (.54)	2.73 (.66)	p<.001
Program support	2.13 (1.98)	1.98 1.22)	1.97 (1.26)	ns	1.85 (1.16)	1.24 (.68)	p<.001
All schools should add days	2.22 (1.25)	2.39 (1.28)	2.35 (1.30)	ns	1.98 (1.06)	1.46 (.85)	p<.01
School Behaviors							
Attendance	2.94 (1.22)	2.90 (1.23)	3.00 (1.24)	ns	2.03 (1.10)	1.96 (1.10)	ns
Behavior	3.03 (1.23)	3.14 (1.16)	3.04 (1.22)	ns	3.05 (1.18)	3.31 (1.04)	ns

* Scale: 1: Not true 2: A little true 3: Mostly true 4: Very true